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PUPIL INTERESTS
AND FRENCH TEXT CONTENT

by



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A THESIS

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ABSTRACT

The aim of this study was to isolate the topics which interest students of junior high schools - grades seven, eight and nine - engaged in learning French in Alberta. Which of these topics do they in fact desire to discuss and read about in French, and which of these are included in Voix et Images de France and Ecouter et Parler? The reasons why the students involved in this study are taking French, and their reactions toward the French programs used in Edmonton were also investigated.

A questionnaire, devised on the basis of topics suggested by a preliminary sample of 667 French language junior high school students in the city of Edmonton, was administered to 1,058 students enrolled in French courses in the Edmonton Separate and Public Schools. The findings of this report were based on the responses of these students.

The analysis of the data revealed that, in general, the topics in which the male subjects expressed interest are different from those chosen by the female population. In addition, only sixteen of the topics included in the questionnaire are contained in Voix et Images de France, and fifteen of these are included in Ecouter et Parler.

For most of the students included in this study, the motivational factors which induce them to take French are utilitarian in nature, that is, either to gain admittance into university or for career purposes. Many are also

studying the language because of parental influence.

The comments of many of the subjects revealed dissatisfaction with the filmstrips and the content of the programs, and boredom resulting from a lack of imaginative use of the programs. In addition, considerable criticism was also leveled by those students using the Voix et Images de France program at the lack of provision of a textbook containing the French sentences and exercises.

The creation of a situation in which students would be more positively oriented to the study of French is a difficult task. One step in the right direction, however, would be the use of content which captivates the attention of the learners by appealing to their interests and which is relevant to their daily lives. Without meaningful content, our efforts, though sincere, may prove to be useless.

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CHAPTER I

THE PROBLEM

Introduction

Modern language textbook authors and publishers have been tempted to make sweeping claims when advertising their materials, contending that the dialogues and conversations around which the units in their programs are centered are based on topics of immediate interest to the learner. One such statement is that of O'Brien et al (1965, p. xxii) who claim that "the next group of six lesson texts consist of dialogues which touch on topics of immediate interest to the student." In rebuttal to such claims, the results of Carroll's (1967, p. 1079) investigations suggest that the literature pertaining to educational research "does not even seem to contain surveys of the opinions and the preferences of the teachers and students about the content of foreign language reading materials, textbooks and films."

Carroll is not alone in drawing attention to this problem. Kerr (1968, p. 23) posits that the students of today are asking that their education be more relevant to their needs and interests. Strasheim (1969, pp. 494-495) also supports this position when she states that

...we do pay lip service to the learner - adding throw-away lines about materials which are designed for the interest level of the learner and his stage of development in the learning process - but then we find most of our materials

authored by college people who pay very little attention to the interest of the student.

In fact, are the students' preferences and interests important factors to consider when preparing these materials or should the content of the programs used be based solely on the preferences and opinions of the educators rather than those being educated?

Although some educationists would disagree with Jakobovits' (1971, p. 19) recommendation "...to teach only those who are motivated to learn and to teach only those things they are interested in acquiring," others have agreed that interest is an important factor in motivation.¹ In the words of De Roche (1967, p. 404), "individual interests serve as a motivational force," and according to Dinkmeyer (1965, p. 296) "effective motivation always takes into account the interest factor and attempts to exploit interests already present."

However, in reality, the results of a study conducted by McIver (1970, p. 138) indicate that 31.8 percent of the subjects, all students enrolled in junior high school French programs, felt that the French sentences which they were learning were not useful to them. One student was quoted as saying

I speak for the entire class. The French course is absolutely ridiculous. You can't use half the sentences. In summary, French

¹Politzer (1954), Dinkmeyer (1965), Fitzgerald (1967), De Roche (1967)

is the most useless, meaningless and boring subject the way it is taught in the school.

This student's opinion, admittedly somewhat forceful, seems to be a direct contradiction of Brooks' (1966, p. 358) contention that

The new approach by engaging the learner directly in language skills that are culturally valid in the new community provides a fruitful source of motivation that was not available before.

Although culturally valid, the activities in which the students engage seem to be for the most part irrelevant to their daily activities. Huebener (1963, p. 377) advocates a policy of readaptation of materials to combat the ineffective, though highly acclaimed audio-lingual texts, texts which Gronberg (1966, p. 363) viciously attacks in the following terms:

The dialogues in most audiolingual texts are of such paralyzing banality, the format of such egregious monotony - that students - even in the elementary schools...quickly lose interest in the classroom procedure, although the educationist is never at a loss to trundle out the old cliché that pupil boredom is wholly the fault of the teacher.

Gronberg's comments are given support by Kunkle (1966, p. 138) who, in describing his experiences with the Saint-Cloud materials, observes that "children are now quite sophisticated for their years particularly in the suburban community. They do not appreciate stories which are even slightly below their level."

II. STUDENT REACTION TO SECOND LANGUAGE LEARNING

The results of this discontent are reflected in the high drop-out rate which has come to light in studies such as the district-wide survey conducted in Edmonds, Washington. The results, as reported by Reinert (1970, p. 107), revealed that

By word and deed over one half of the students showed that once they had completed requirements for college admission they intended to have nothing more to do with the foreign language.

The same survey also disclosed that although three and four year sequences were offered in all languages, only ten percent of the students surveyed were enrolled in classes beyond the second year. Stated differently, "ninety percent of the students in foreign language classes were either in first or second year courses."

The findings of a study conducted by the Modern Language Association of America (1964) indicated that

While the rate of increase of the high school population continues to accelerate over the five years (1958-62), the rate of language enrollment has decelerated from (1958-62). (Zeldner, 1966, pp. 277-278)

Shuman (1971, p. 22) discloses that many schools have not found enrollments at the third and fourth year levels increasing as much as they had hoped. He contends that "the post Sputnik enthusiasm for language study has declined significantly across the face of our nation."

Birkmaier (1969, p. 497) also reveals the existing state

of affairs when she states that, "there has never been a long sequence of language teaching when we lose fifty percent of our students at the end of our second year."

When one views such findings, one is inevitably led to seek the reasons for such dissatisfaction among foreign language students. To say that there is a single cause is too simple an answer, for the factors involved in motivating students to learn a second language are numerous.

While the importance of such factors as the attitudes and values held by students towards the target language and culture it expresses has been highlighted by Lambert (1963), Pimsleur (1964), Politzer (1953-54), and Reinert (1970), another factor, namely, the material to be studied, also plays a vital role in motivating students to learn a second language. In the opinion of Kersten and Ott (1970, pp. 10-11) this material must be relevant to the students' immediate needs and interests. "It must have an appeal in those areas of interest where curiosity seeks a satisfying experience so that language information can be used immediately in relation to daily life." It is their contention that if this approach were used, the problem of motivation would be at least partially solved. In order to accomplish this, they suggest that "the teacher should as soon as possible create prepared conversations on subjects of interest to the student."

While the above suggestion is by no means the panacea for all the problems inherent in second language instruction,

it may be one way of making that which takes place in the classroom situation more relevant to the learners.

III. PURPOSE OF THE STUDY

In an attempt to contribute to the attainment of this goal, the investigator has directed her study to the discovery of the expressed interests of junior high school French language students relevant to the content of French language materials. Since Voix et Images de France and Ecouter et Parler¹ are the two most widely used programs at the junior high school level in Alberta, a comparison of the results of the study will be made to determine how many of the topics in which these students express interest are contained in the above mentioned materials.

It is hoped that the results of this investigation will provide those involved in the preparation of French materials with a guide that will enable them to be cognizant of the expressed interests of junior high school French language students. For, as Politzer (1953-54, p. 21) has stated, "our educational objectives must be reached and can only be reached by utilizing the existing motivation and interests and not by opposing them."

¹Cote, Levy and O'Connor. Ecouter et Parler, rev. ed., New York: Holt, Rinehart and Winston, Inc., 1968.
Renard, Colette and Charles Henry Heinle. Implementing Voix et Images de France in American Schools and Colleges: Part I. Philadelphia: Chilton Books, 1969.

CHAPTER II

A REVIEW OF THE LITERATURE

I. THEORIES AND METHODOLOGY OF MODERN LANGUAGE LEARNING

Prior to the advent of the audio-lingual method, the notion of making second language instruction palatable was not even considered by the typical foreign language instructor. The grammar-translation method which was the most widely used approach in the United States and Canada was actually designed for students who were highly intellectual and interested in abstract reasoning. However, Rivers (1969, P. 17) points out that

The grammar-translation method is not successful with the less intellectual, who muddle through, making many mistakes over and over again and thus building up cumulative habits of inaccuracy which are difficult to eradicate at a more advanced stage.

The students instructed in this method were provided with a wide literary vocabulary and were trained to extract meaning from foreign texts by translating from the native language. However, the foreign language was not used in the classroom to any extent and the student had very little opportunity to express himself through it. As a result, after having spent several years and a considerable amount of energy in a foreign language classroom, the learner was unable to communicate orally in the target language.

Early in the 1950's the advocates of the grammar translation approach as well as those of the reading method were severely criticized for not producing students fluent in a modern language. As a result, a shift in emphasis in the methodology for teaching foreign languages to the audio-lingual approach occurred. Spolsky (1966, P. 120) has summarized the assumptions on which the new approach is based in the following manner:

- 1) Foreign language learning is a mechanical process of habit formation.
- 2) Habits are strengthened by reinforcement.
- 3) Language is behavior made up of habit sequences at the phonemic, morphological, lexical and syntactic levels.
- 4) Practice, repetition, and reinforcement of units and their concatenation are effective ways of developing language performance.

The proponents of the audio-lingual method heralded their method as the panacea for all the ills that had hithertofore plagued second language instruction. However, it was not very long after its inception that flaws began to appear and criticisms began to flow from teachers, linguists, psychologists and students alike.

Huebener (1963) cites a number of criticisms expressed by teachers in New York who responded to his questionnaire. Their opinions and experiences reveal that the new approach was too time-consuming for already crowded timetables, that

the pre-reading period was too long, that the complete elimination of English was not possible, and that grammar could not be eliminated altogether, particularly for brighter students.

In a fairly recent article by Fisk (1969, P. 66) the complaints of a number of FLES (foreign language in the elementary school) graduates were cited. The following statements are a witness to the students' dissatisfaction:

- 1) "We didn't know what we were saying."
- 2) "We had to repeat too much after the teacher; we didn't do enough on our own."
- 3) "What we learn should be more usable in communication."
- 4) "We knew the meaning of the whole sentence but not the parts."
- 5) "We learned to say, 'Paco is tired.' Why couldn't we have learned to say, 'I am tired, we are tired, you are tired.'?"

Rivers (1969) also warns of certain inherent weaknesses in this method of teaching. Students trained audio-lingually are often capable of perfectly repeating whole utterances like well-trained parrots when given a certain stimulus, but are often unable to use the memorized materials in unfamiliar contexts. Another weakness pointed out by Rivers is that while students are trained to vary language patterns by the process of analogy, they have only a nebulous idea of what they are supposed to be doing in the process. As a result, the possibilities and limitations of the operations the students are

performing are not understood, and consequently, they are incapable of using these patterns outside the framework of a particular drill.

Carroll (1965, P. 281) contends that "the audio-lingual approach was consistent, during its early stages, with the state of psychological thinking at the time, but it was no longer abreast of recent developments." He has separated contemporary practices in the field of modern language instruction into two major positions: 1) "the audio-lingual habit theory," and 2) "the cognitive code-learning theory."

Chastain (1968, P. 269) has listed the characteristics of the latter method in the following manner:

- 1) the use of exercises designed to teach grammatical understanding of the concepts being introduced,
- 2) the deductive explanation of all grammar prior to any practice with the structure,
- 3) the practice of all language skills from the beginning of the course.

From the characteristics stated above, it seems obvious that there is lack of agreement about the language learner and the process by which he learns. Grittner (1969) maintains that related literature reveals the existence of only a few purists in either of the schools mentioned above. Most teachers believe that language learning involves some cognition and some conditioning depending upon which aspect of the language is being learned.

II. INTEREST

Although research evidence fails to show any overall superiority for one type of teaching method over another, there is one important area in which it has provided unambiguous and directly applicable results that are valuable for the educator, namely, the motivational variables upon the learning of foreign languages. The theory proposed by Carroll (1963, P. 1089) suggesting that "as long as learners remain cooperative and actively engaged in learning, whether they want to or not, motivational differences will not make much difference in achievement," is not a view commonly held by most researchers. The experience of language teachers and the findings of investigators indicate that such factors as student interest, attitude, and the degree of involvement in the experience of learning a foreign language are important.

In the words of Kolesnik (1970, P. 321), interest is

the perception of the relationship between the present status of a person in some ongoing activity in which he is involved, or the existing condition, situation or experience in which he finds himself and the end, goal or purpose of the activity, the outcome or the results or consequences of the experience which are anticipated, desired or dreaded.

Getzel (1956, P. 7) has defined the term by stating that

An interest is a characteristic disposition organized through experience, which impels an individual to seek out particular objects, activities, understandings, skills or goals, for attention or acquisition.

While the terms interest and interests are often used interchangeably, there is, in reality a distinction. Bell (1970, P. 43) distinguishes between them by defining "interest as the active force that directs or compels." "Interests," on the other hand, "are the goals toward which the person is striving or is being directed." Dewey (1913, P. 16) attributed three characteristics to interest, namely, that it is: 1) active and compulsive, 2) that it is objective, and 3) that it is personal. It is then essentially a matter of perceiving a relationship between some situation and one-self.

Whitty (1963, P. 451) maintains that interests are acquired

Although they are based upon such factors as the constitutional nature of the individual and his personality structure as affected by his unique experiences and his particular environment.

Conklin and Frieman (1939, P. 365) lend further support to this theory when they state that

It is neither an accident nor a matter of biological differences that we find the interests of boys to be in athletics or gadgets in one society or nation, while in another they are arms, uniforms and organized festivals....The child's degree and kind of development determine what aspects of the environment will give specific direction to his further development in his acquisition of interests.

While the sources of some interests may be traced to parents, friends, teachers or books, Smith (1954, P. 203) suggests that psychological motives are also important in their formulation and sustenance:

His (the individual's) desire for security, self esteem, the esteem of others, and new experiences, and the success or failure he meets in attempting to satisfy these desires, play a major part in determining what his interests will be.

In addition to psychological motives, Kopel (1963, P. 499) includes the following among the determinants of interest:

The determinants of interest may be posited as including culture and class, intelligence and other aptitudes, social expectations, personality (needs and values), physical characteristics and experience.

While an individual's interests are determined by the factors cited above, it would erroneous to regard them as static, for in reality, interests change with the maturation of the individual and his changing environment. As Skinner (1959, P. 341) states, "children's expressed interests change as they grow older and have opportunities to experience an ever-expanding range of activities." This theory is further supported by Jerisld and Tasch's (1949, P. 73) contention that

Regardless of opportunity, children's interests will naturally differ as they become older and abler physically and intellectually and as they become socially and emotionally more mature.

Bell (1970, P. 46) contends that it is these specialized interests that become the dynamic cores for the organization and search for new related knowledge and skills."

Interest and Learning

From the beginning of the twentieth century, appeal to interests has been recognized to be an important factor in the learning process. Evidence indicates that interest is the force that directs the learner and summons the energy required to learn. As early as 1913 Dewey (1913, pp. 8-9) recognized its importance when he stated:

It is altogether possible for the child to be present physically, yet absent mentally. We have compulsory physical attendance at school; but education comes only through willing attention and participation in school activities. It follows that the teacher must select these activities with reference to the child's interests, powers and capabilities. In no other way can we guarantee that the child will be present.

According to Fransden (1947, P. 57) teachers should be cognizant of the fact that "among the motives which they rely upon to arouse, sustain and direct learning activity, appeal to interest is generally regarded as very effective." Skinner (1951, P. 421) also expressed this belief when he urged educators to:

...begin with the learner's native interests so far as they can definitely be determined, or at least with those he is known to possess at the beginning of any unit of learning, and offer him experiences that have some immediate connection with them.

In the words of Bell (1970, P. 49) "the effort that the student is willing to put forth is directly related to his interest. In summary fashion, the views of many educationalists are contained in Skinner's (1951, P. 442) theory that

No matter how limited they may be, pupil interests are the most efficient basis of school learning, for they determine the selectivity of the learner's response, his rapidity of acquisition, his satisfaction with the content or activity, his fullness of recall and so on.

III. A REVIEW OF THE RELATED RESEARCH

During the past decade various studies have been conducted to determine whether or not appeal to expressed interests had any effect on learning and achievement.

Cowger (1968) examined the relationship between expressed student interest and the retention of the content of instructional films under conditions of free choice of materials. An interval of thirty days was utilized between film viewing and retention testing of experimental and control groups of ninth grade students. Analysis of the data revealed that students who viewed a film individually and independently from classroom activities retained a significantly important amount of factual content thirty days after viewing. However, the amount of material retained was clearly related to the amount of interest in the film expressed by the student prior to viewing. Those who indicated high interest in the title and brief description of the film retained significantly more material than did the low interest and control groups. Conversely, students with low interest levels performed poorly on retention tests.

In a study conducted by Marshall (1969, P. 133) 160 Caucasian kindergarten children, divided into two groups on the basis of educational environment aspects of social class, learned an interesting and uninteresting game under one of five reinforcement conditions: knowledge of results, immediate verbal, delay verbal, or a combination of immediate verbal and delay verbal. Task interest as well as the informativeness and delay of reinforcement emerged as important factors. Low educational environment children learned high interest tasks as quickly as high educational environment children and more quickly than they learned the low interest task.

In an informal experiment conducted by Gardner (1970, pp. 795-6), the investigator attempted to motivate his students by asking them to suggest subjects of conversation meaningful and interesting to themselves. The results indicate that if

the subject is of high interest value to the students, they will have a positive set for the discussion to follow. This is not necessarily true in regards to a subject the instructor may choose from a textbook. If the context of discussion were of low interest to the students...the students would be less motivated, less prepared and less willing to participate voluntarily and actively in conversation.

Related Research in Second Language Learning

Larsen, Wittenborn, and Giescke (1942) studied a group of twenty-seven high and twenty-seven low achievers in second semester college German. Both groups were equated on intelligence, and on the basis of personal interview and questionnaire, it was found that significantly more of the high achievers showed an interest in German and had a desire to master it.

Politzer (1953-54) administered a questionnaire which was designed to yield data on student motivation and interest in beginning language courses to 455 first and second year college French and Spanish students. The question which dealt most directly with motivation asked why the student had chosen his particular language for study. The choices were: a) no particular reason, b) the language happened to be more easily available in secondary school of the college schedule, c) it is easier than any other, d) it is more likely to be of specific use, e) reason for choice was a particular interest in French (Hispanic) civilization or literature or people. The author hypothesized that answers d and e indicated some sort of motivation in terms of the student. The results showed that fifty-three percent of the students who received an A in previous language courses chose d for their answer, while twenty-two percent chose e. Among students who received grades of D and E, forty-nine percent chose d but only four percent chose e.

Although statistical tests were not performed, the author concludes that lack of motivation is more pronounced among the weak students.

In a more recent study Politzer (1960) again provides data concerning the role of motivation in foreign language learning. Studying 396 students at one university, he found a positive correlation between grades in French I and the number of hours spent in the language laboratory on a voluntary basis.

A study conducted by Dunkel (1948) attempted to induce greater intensity of motivation among students learning languages by offering monetary bonuses to certain groups for unusually high achievement on language achievement tests. All of his experimental subjects were students in a course in which serving as experimental subjects was a requirement; all were, however, paid at an hourly rate. Members of a certain group were offered additional money should they achieve above a certain score on a grammar or a vocabulary test in Persian. While certain details of the experiment are unclear, apparently the learning tasks were undertaken for only two or three sessions. The differences among the various groups were in the expected direction: the special bonus-incentive group had mean scores which were somewhat higher than the non bonus-incentive groups, although the differences were not large enough to be statistically significant.

The investigation of Gardner and Lambert (1959) were

based on the hypothesis that achievement in the learning of a second language is dependent upon the same type of motivation that was necessary in order to learn the native language, namely, the desire to become a member of a cultural group. Using a variety of measures, they studied seventy-five English-speaking eleventh grade students in Montreal, forty-three boys and thirty-two girls; students had, on the average, seven years of formal training in French. The correlations found between instructors' ratings of oral and aural skills and some of the other measures were: intensity of motivation, .40; attitudes towards French-Canadians, .10; "orientation index" .34. The "orientation index" was designed to differentiate students who were studying the language in order to learn more about the cultural group from those students who held a more utilitarian purpose in their language study. The results indicated that the former group, those interested in the cultural group, were superior in achievement. The authors concluded, by means of a factor analysis of the scores, that "there are two main factors in achievement in second language learning: 1) verbal intelligence and 2) motivation of a particular type, characterized by a willingness to be like valued members of the language community."

Gardner's 1960 study confirmed and extended these findings. Using a larger sample of English-Canadians and incorporating various measures of French achievement, the same two independent factors were revealed, and again both

were related to French achievement. But whereas aptitude and achievement were especially important for those French skills stressed in school training, the acquisition of French skills, whose development depends on the active use of the language in communicational settings, was determined solely by measures of an integrative motivation to learn French.

In Pimsleur's (1964) research, motivation, attitudes and personality were investigated as possible factors in foreign language learning. Although it was concluded that the factor of motivation is an important one, it was not clear whether motivation was a cause or an effect of the student's experiences in the language class.

In an informal survey conducted by Gordon (1969) six bilingual college language teachers were interviewed in depth. Among all the participants, it was clear that their lengthy and successful study of foreign languages was influenced in important ways by deep-rooted motivational considerations.

Through these findings, it becomes, in the words of Howe (1969, P. 29), increasingly clear that:

there is ample evidence showing motivational considerations to be very important for foreign language acquisition, and therefore it is essential to insure that everything possible is done to increase students' interest in and enjoyment of the language being learned.

IV. QUESTIONS DIRECTED TO THE STUDY

In an attempt to meet Howe's challenge, the following questions have been raised and directed to the study:

1. In what topics have junior high school students enrolled in French courses expressed interest in learning to discuss and read about in French?

2. Which of the topics in which students indicate interest are included in both Voix et Images de France and Ecouter et Parler?

3. What insights, opinions and comments do junior high school students who are taking French express in regard to the present programs used in Alberta?

4. Why are junior high school students including French in their programs?

V. STATEMENT OF HYPOTHESES

The following null hypotheses, addressed to answering Question 1 was tested at the p. 0.01 level in this study.

HYPOTHESIS I

There are no significant differences between the responses of the following groups of students when asked to express their preferences of topics to be studied in French.

- A. Grade 7 boys and girls
- B. Grade 8 boys and girls
- C. Grade 9 boys and girls

HYPOTHESIS II.

There are no significant differences between the responses of the total male population and the total female population involved in this study when asked to express their preference of topics to be studied in French.

CHAPTER III

The Design of the Study

The comments by Howe (1969) and his collaborators which have just been cited lead naturally into a discussion of the goals of the present study. In this chapter, the design of the study is described in detail including a description of the instrument, the nature of the population, and, finally, the gathering and description of the data.

I. DEVELOPMENT OF THE INSTRUMENT

In order to ascertain which topics of expressed interests junior high school students enrolled in French language courses are eager to learn to discuss and read about in the target language, 667 French language students were visited in those junior high schools assigned to the investigator by the Public and Separate School Boards of Edmonton. These students who made up the preliminary sample of the study, were given an explanation of the purpose of the investigation and were requested to list on an index card ten topics that they were eager to learn to discuss and read about in French. They were further requested to include the name of the school, their age, sex and the name of the French program used in their classes.

TABLE I
GRADE AND SEX DISTRIBUTION
OF PRELIMINARY SAMPLE

GRADE	BOYS	GIRLS	TOTAL
7	117	129	246
8	105	111	216
9	82	123	205
TOTALS	304	363	667

While a total of 112 topics of expressed interests were suggested by the preliminary sample, only those topics mentioned by at least 4% of the population were chosen for the final questionnaire. This percentage was arbitrarily chosen in an attempt to construct a questionnaire that could be administered during one class period of approximately 40 minutes in length.

As a check on the format of this questionnaire, it was submitted to several professors, supervisors and graduate students all involved in and familiar with second language instruction. In addition, a pilot study involving one grade seven, eight and nine class was conducted in an Edmonton junior high school in order to determine whether or not the students would be capable of following the instructions with ease and of completing the questionnaire during the class period. The final questionnaire containing fifty-two items appears in Appendix A.

For the recording of answers, a simple four point scale format was decided upon because it seemed more appropriate for the grade level of the students in the study. In addition, this response scale adapted well to the use of the IBM 1230 machine scored answer sheets which were used with the final fifty-two item questionnaire. The students were instructed to indicate how interested they were in learning how to discuss and read about a particular topic in French by blackening the space under one of four headings: 1 indicating VERY INTERESTED, 2 indicating INTERESTED, 3 indicating NOT INTERESTED, 4 indicating NOT AT ALL INTERESTED.

While the administration of the instrument in the pilot situation indicated that a regular class period provided ample time in which to complete the questionnaire, it became evident that the investigator would be required to read the instructions to the students in order to insure comprehension by all. By using this approach, no revisions in format were found to be necessary.

II. THE POPULATION

The population for both phases of the study was selected from four Separate and eight Public junior high schools assigned to the investigator by the respective School Boards of the city of Edmonton. Since these schools are scattered throughout the city, it is assumed that the population involved in the study is a representative sample of all the junior high school French language students in Edmonton.

The classes used in the study were heterogeneous in composition, and used either the Voix et Images de France program or the Ecouter et Parler series depending upon the School Board involved.² The mean ages of the students enrolled in these grade seven, eight and nine classes were twelve, thirteen and fourteen years respectively.

III. GATHERING OF THE DATA

The questionnaire was administered to 1,078 grade seven, eight and nine students currently enrolled in French courses in the city of Edmonton. From this total, twenty questionnaires which were incorrectly completed were eliminated from the study. In many cases the teachers assisted the investigator with the distribution and collection of the questionnaires and answer sheets.

Since the Edmonton School Boards restricted the study to twelve junior high schools, a random selection of the entire junior high school population studying French was not possible. From among the total number of classes available, the investigator chose as many as possible in order to ensure a sufficiently large population. Those students who participated in the initial phase of the project were not included in the final study. The number of classes and students who participated in the final phase of the study is contained in Table II.

2. Edmonton Public School students use Voix et Images de France while those attending the Separate Schools use Ecouter et Parler.

TABLE II
GRADE AND SEX DISTRIBUTION
OF TOTAL POPULATION

GRADE	NO. OF CLASSES	BOYS	GIRLS	TOTAL
7	11	164	191	355
8	13	168	200	368
9	16	151	184	335
TOTALS	40	483	575	1,058

After a brief explanation of the purpose of the questionnaire, the students were each handed the questionnaire and answer sheets. The investigator read the instructions aloud and paused to permit the students to answer questions in regard to the demographic information and to fill in the above information which included: school, grade, age, sex, date of next birthday and reasons for taking French. Upon the completion of the first page, the investigator read the second set of instructions and answered any questions pertaining to the manner in which the answer sheet should be marked. When every student indicated an understanding of the directions, the classes were informed that they had the remainder of the period in which to complete the questionnaire. They were further encouraged to write in any other topics which they felt should have been included and any additional comments or suggestions at the end of the questionnaire.

IV. TREATMENT OF THE DATA

When all the necessary information had been transferred to the answer sheets, they were processed by the optical scorer. The comments and suggestions were recorded and those which covered the same area were clustered in order to present a more global picture of the response patterns.

Since the design of the study was conducive to non-parametrical statistical treatment, the NON 9 computer program was used in the analysis of the data. The program yields Chi-Square (X^2) which is used to detect any discrepancy between the observed frequencies and the theoretical frequencies that might be expected. The Chi-Square test is described fully by Siegel (1956).

The analysis is divided into five parts: (1) an analysis of the topics as they appear in the questionnaire according to the grade and sex of the subjects, (2) an analysis of the responses of the total population according to the sex of the subjects, (3) a lexical analysis of the French programs currently used in Edmonton, Voix et Images de France and Ecouter et Parler, in terms of the expressed interests of topics desired to be studied in French by the junior high school population included in this study, (4) an analysis of the reasons why these students are taking French, and (5) an analysis of their comments and suggestions concerning the programs currently used and the way French is presently taught.

CHAPTER IV

RESULTS AND DISCUSSION

The results of the study are presented and discussed in the five sections of this chapter in the following order: (1) an analysis of the topics as they appear in the questionnaire according to the grade and sex of the subjects, (2) an analysis of the responses of the total population according to the sex of the subjects, (3) an analysis of the French program currently used in Edmonton, Voix et Images de France and Ecouter et Parler, in terms of the expressed interest of topics desired to be studied in French by the junior high school population included in this study, (4) an analysis of the reasons why these students are taking French, and (5) an analysis of their comments and suggestions concerning the programs currently used and the way French is presently taught.

For the interpretation of the tables, the following guideline is given: the Chi-Square test is considered significant at the $p < .01$ level.

I. STATISTICAL ANALYSIS OF THE TOPICS

The results of the testing instrument were tabulated into categories by the ranked order of expressed interests of topics which junior high school students would like to study in French.

This information is tabulated according to sex and grade and is visually depicted in tables 3 through 6. An asterisk marks those topics which showed a significant difference at the .01 level by Chi-Square analysis of the data.

TABLE III

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS
OF TOPICS IN TERMS OF FREQUENCY OF GRADE 7 STUDENTS

TOPIC	BOYS N=169		TOPIC	GIRLS N=193	
	NO.	%		NO.	%
1. *Football	144	85.2	1. Horseback Riding	168	87.0
2. *Skidooing	140	82.8	2. *Vacationing	165	85.5
3. *Sportscar Racing	130	76.9	Fashions	165	85.5
4. Swimming	129	76.3	3. *Cooking	162	83.9
5. *Hockey	128	75.7	Swimming	162	83.9
*Basketball	128	75.7	Parties	162	83.9
6. Animals	127	75.1	4. Animals	159	82.4
7. *Motorbikes	124	73.4	*Travel	159	82.4
8. *Cars	123	72.8	5. *Drama	156	81.8
*Baseball	123	72.8	6. Art	154	80.7
9. Games	120	71.0	7. *Arts and Crafts	151	78.2
10.*Hunting	119	70.3	8. Foods	150	77.7
Nature and Wildlife	119	70.3	9. Games	149	77.2
11.*Vacationing	117	69.2	*Sewing	149	77.2
12.*Travel	114	67.5	10.*Dating	148	76.6
13.*Soccer	111	65.7	11.*Boys and Girls	147	76.1
Skiing	111	65.7	*Dancing	147	76.1
14.*Airplanes	109	64.5	12. Nature and Wildlife	143	74.1
15.*Space Vehicles	108	63.9	Skiing	143	74.1
16.*Boys and Girls	107	63.3	13.*Family Life	138	71.5
*Arts and Crafts	107	63.3	Skating	138	71.5
17. Skating	106	62.7	14. Youth	135	69.8
18.*Science	105	62.1	15.*Skidooing	134	69.4
19.*Fishing	104	61.5	16.*Other People	129	66.8
20.*Foods	102	60.4	17.*Music	128	66.3
21. Volleyball	101	59.8	18. Drugs	126	65.2
22.*Art	100	59.2	19. Places of Interest		
23. Boating	98	57.9	in France	124	64.1
24. Other Countries	97	57.4	20. France	122	63.0

TABLE III--Continued

TOPIC	BOYS		TOPIC	GIRLS	
	N=169	NO. %		N=193	NO. %
25. Current Events		96 56.8	21.*Recreational		
26.*Horseback Riding		95 56.2	Activities in France	120	62.0
27.*Parties		93 55.0	22. Other cities	113	58.5
28. Drugs		92 54.4	23. Volleyball	104	53.9
29.*Other People		91 53.8	24.*Baseball	103	53.4
Other Cities		91 53.8	25. Current Events	102	52.9
30.*Dating		89 52.7	26. School	98	50.7
31.*Music		87 51.5	27.*Basketball	92	42.7
Places of Interest			28. Boating	90	46.6
in France		87 51.5	29.*Soccer	84	43.5
32.*Recreational			30.*Fishing	76	39.4
Activities in France	80	47.3	31*Motorbikes	66	34.2
33.*Drama		79 46.7	32. History	59	30.5
34.*Family Life		78 46.2	33.*Football	57	29.5
35. School		71 41.7	34.*Science	50	25.5
36. France		68 40.2	35.*Sportscar Racing	47	24.4
37. History		64 37.9	36.*Hockey	44	22.8
38.*Dancing		55 32.5	Stamp Collecting	44	22.8
39.*Cooking		51 30.2	37.*Space Vehicles	43	22.3
40.*Fashions		49 29.0	38.*Cars	33	17.0
41. Stamp Collecting		47 27.8	39.*Hunting	31	16.1
42.*Sewing		12 6.6	Airplanes	31	16.1

Although the boys and girls in grade seven held certain interests in common, in other areas their interests were almost diametrically opposed. While only five of the fifteen topics mentioned by boys as being most appealing were chosen by girls, the results reveal a high and common interest in Swimming, Animals, Games, Vacationing and Travel. Conversely, five topics selected by the girls as being most appealing were considered least appealing by the boys, namely, Fashions, Drama, Cooking, Sewing and Dating.

Among the thirty-nine topics in which at least one half of the males expressed an interest, fifteen of these were sports, while only five out of the thirty five topics in which at least 50% of the female population indicated an interest were concerned with athletics. The degree of expressed interest in Swimming, Skiing and Skating was relatively close for both segments of the grade seven population.

Although less than 50% of the grade seven males indicated a desire to learn how to discuss and read about various aspects of France, a significantly higher segment of the female population indicated interest in these topics as well as in Other Countries, Other Cities and Other People. From these results it would appear that the interests of the grade seven boys are contained within the boundaries of their own environment, while those of the grade seven girls extend to areas removed from their immediate surroundings.

TABLE IV

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS
OF TOPICS IN TERMS OF FREQUENCY OF GRADE 8 STUDENTS

TOPIC	BOYS N=163		TOPIC	GIRLS N=201	
	NO.	%		NO.	%
1. *Football	118	72.4	1. Fashions	185	92.0
2. *Motorbikes	116	71.2	2. Parties	170	84.6
Skidooing	116	71.2	3. Cooking	159	79.1
3. Nature and Wildlife	115	70.6	4. Dating	158	78.6
4. *Sportscar Racing	114	69.9	5. *Horseback Riding	156	77.6
5. Animals	113	69.3	6. *Travel	154	76.6
6. *Cars	112	68.7	7. Animals	153	76.2
7. Vacationing	109	66.9	8. *Foods	151	75.1
8. *Hockey	108	66.3	9. Vacationing	150	74.6
9. Swimming	106	65.0	10. *Skiing	149	74.1
10. *Basketball	105	64.4	11. Sewing	146	72.6
11. *Hunting	104	63.7	*Games	146	72.6
12. *Travel	103	63.2	12. *Youth	145	72.1
13. *Baseball	101	62.0	Dancing	145	72.1
14. *Skiing	98	60.1	13. Swimming	144	71.6
Boys and Girls	98	60.1	14. Nature and Wildlife	142	70.5
15. *Fishing	97	59.5	Boys and Girls	142	70.5
16. Parties	96	58.9	15. *Other Countries	141	70.1
*Games	96	58.9	Art	141	70.1
17. Dating	95	58.3	16. Arts and Crafts	140	69.7
18. *Youth	94	57.7	17. Music	138	68.6
*Boating	94	57.7	18. Skidooing	137	68.2
*Airplanes	94	57.7	19. Other People	135	67.1
19. *Horseback Riding	92	56.4	20. *Skating	129	64.1
20. Volleyball	89	54.6	21. Drugs	128	63.6
21. *Other Countries	86	52.8	22. Places of Interest		
22. Other Cities	84	51.5	in France	125	62.1
23. *Soccer	83	50.9	23. Drama	122	60.7
Current Events	83	50.9	24. France	120	59.7
24. Drugs	81	49.7	25. Recreational		
*Foods	81	49.7	Activities in France	117	58.2
25. *Skating	75	46.0	26. Family Life	115	57.2

TABLE IV--Continued

TOPIC	BOYS N=163	NO.	%	TOPIC	GIRLS N=201	NO.	%
26.*Science		74	45.4	27. Other Cities		109	54.2
27.*Other People		73	44.8	28. Volleyball		99	49.3
Family Life		73	44.8	29.*Baseball		95	47.2
28.*Space Vehicles		70	42.9	30. Current Events		88	43.3
29.*Recreational				31.*Basketball		86	42.7
Activities in France		67	41.1	32.*Boating		83	41.2
30.*Places of Interest				33.*Football		82	40.8
in France		66	40.5	34. School		80	39.8
31.*France		65	39.9	35.*Motorbikes		72	35.8
32.*Arts and Crafts		61	37.4	36.*Fishing		64	31.8
33.*Art		60	36.8	37.*Sportscar Racing		57	28.3
34. School		59	36.2	38.*Soccer		56	27.9
*Music		59	36.2	39. History		48	23.8
35.*Cooking		49	30.1	40.*Hockey		46	22.9
*Drama		49	30.1	41. Space Vehicles		44	21.8
36.*Fashions		46	28.2	Science		44	21.8
37. Dancing		43	26.4	42.*Airplanes		43	21.1
38. History		38	23.3	43.*Cars		41	20.7
39. Stamp Collecting		36	22.1	44.*Hunting		34	16.9
40.*Sewing		11	6.7	45. Stamp Collecting		32	15.9

Of the fifteen items selected by the greater majority of the grade eight boys, eight of these were considered to be least interesting by the grade eight girls. Although only a minor portion of the female population indicated an interest in such topics as Cars, Motorbikes, Sportscar Racing, Hockey, Football, and Hunting, their responses did correspond to those of the males when dealing with Animals, Vacationing, Travel, Nature and Wildlife and Swimming.

While fourteen of the thirty-one topics in which at least one half of the male population indicated an interest were related to sports, only five of the thirty-one topics in which at least one half of the female population indicated an interest were concerned with athletics. Social activities such as Dancing, Dating and Parties, as well as those topics related to Home Economics proved to be very popular among the girls. All of these topics, however, were selected by less than 60% of the male population, and in some cases, by less than 30% of the male population. The findings also reveal an apparent lack of interest in France and various aspects of that country, as well as in Other Cities and Other People among the boys. While the total number of females who indicated an interest in these topics is not exceedingly high, it does reveal that more than one half of the female population is interested in learning how to discuss and read about these topics in French.

When compared with the male population, the results indicate that, in general, the grade eight girls are interested in learning how to discuss and read about a wider variety of topics in French than are the boys.

TABLE V

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS
OF TOPICS IN TERMS OF FREQUENCY FOR GRADE 9 STUDENTS

TOPIC	BOYS N=135		TOPIC	GIRLS N=196	
	NO.	%		NO.	%
1. *Cars	114	84.4	1. *Travel	177	90.3
2. *Sportscar Racing	108	80.0	2. Fashions	174	88.8
3. *Football	106	78.5	*Vacationing	174	88.8
4. *Motorbikes	105	77.8	3. *Youth	169	87.6
5. Skidooing	96	71.1	4. Animals	166	84.7
6. *Travel	95	70.4	*Horseback Riding	166	84.7
7. *Swimming	93	68.9	5. *Swimming	163	83.2
8. *Vacationing	90	66.7	6. *Skiing	160	81.6
*Parties	90	66.7	7. *Foods	159	81.1
*Animals	90	66.7	8. *Dating	158	80.6
Boating	90	66.7	9. *Parties	157	80.1
9. *Hockey	89	65.9	10. Cooking	156	79.6
10. Nature and Wildlife	88	65.1	11.*Boys and Girls	152	77.9
*Fishing	88	65.1	12.*Other People	149	76.0
11.*Dating	87	64.4	Skidooing	149	76.0
Games	87	64.4	13. Other Countries	146	74.5
12.*Skiing	86	63.7	Nature and Wildlife	146	74.5
13. Other Countries	84	62.2	14. Places of Interest		
14.*Airplanes	83	61.4	in France	143	73.0
Basketball	83	61.4	15. Music	141	71.9
*Science	83	61.4	16.*Drugs	140	71.8
15.*Hunting	82	60.7	Games	140	71.8
16.*Boys and Girls	81	60.0	17. Arts and Crafts	138	70.4
17.*Space Vehicles	79	59.0	18. France	137	69.9
18.*Other People	78	57.8	Art	138	70.4
19.*Foods	77	57.0	19. Family Life	135	68.7
20.*Drugs	76	56.3	20.*Recreational		
21.*Youth	75	55.5	Activities in France	132	67.3
22. Other Cities	74	54.8	21. Drama	130	66.3
23.*Horseback Riding	72	53.3	22. Dancing	129	65.8
24.*Recreational			23. Skating	128	65.3
Activities in France	70	51.9			

TABLE V--Continued

TOPIC	BOYS N=135		TOPIC	GIRLS N=196	
	NO.	%		NO.	%
25.*Skating	69	51.1	24. Volleyball	127	64.8
Baseball	69	51.1	Sewing	127	64.8
Current Events	69	51.1	25. Other Cities	124	63.3
26.*Places of Interest			26. Basketball	107	54.6
in France	66	48.9	27. Boating	106	54.1
Soccer	66	48.9	28.*Football	105	53.6
27.*Volleyball	65	48.1	29. Baseball	100	51.5
28.*Music	64	47.4	30.*Motorbikes	90	45.9
29.*Family Life	61	45.1	31. Current Events	89	45.4
30.*France	56	41.5	32. School	83	42.6
31.*Art	51	37.8	33.*Sportscar Racing	76	39.5
School	51	37.8	34. Soccer	74	37.8
32.*Arts and Crafts	46	34.1	35.*Fishing	70	35.7
History	46	34.1	36.*Hockey	67	34.2
33.*Dancing	40	29.9	37.*Science	66	33.7
34.*Drama	37	27.6	38.*Cars	63	32.1
35.*Cooking	34	25.2	39.*Space Vehicles	60	30.6
36. Stamp Collecting	30	22.2	40. History	59	30.4
37.*Fashions	22	16.4	41.*Airplanes	55	28.1
38.*Sewing	5	3.7	42.*Hunting	35	17.9
			43. Stamp Collecting	30	15.3

The general tendency for the grade nine male population was to express high interest (75% or more) in learning how to discuss and read about only four out of the fifty topics in French. The responses of the grade nine female population, however, revealed that the girls were highly interested in fifteen of these topics.

Of the fifteen topics selected by the largest portion of the male population, the following five were considered to be least interesting by the girls: Sportscar Racing, Motorbikes, Fishing, Hockey and Cars. Conversely, Cooking and Fashions, which appear close to the top of the girls' preferences, were ranked as very low in interest appeal by the grade nine boys.

Among the thirty-four topics in which at least one half of the males indicated an interest, fourteen of these were sports while only ten out of the thirty-five topics in which at least 50% of the female population indicated an interest were concerned with athletics. Two of these sports which are most popular among the girls, namely, Horseback Riding and Skiing, hold less interest for the boys who seem to prefer Football, Skidooing and Swimming.

A difference in interests is again noted when one views the responses pertaining to Art, Music and Drama. Although these topics were appealing to not less than 66% of the female population, not more than 44% of the males indicated an interest in these areas. Another dissimilarity is noted when viewing the responses connected with Other Cities, Other People, Youth, Family Life, Boys and Girls and France. In all instances the grade nine males indicated less interest in learning how to discuss and read about these topics in French than did the grade nine females.

Although varying in degree, both segments of the grade nine population expressed mutual interest in Travel, Vacationing, Animals, Swimming and Dating. In general, however, the evidence indicates that the grade nine girls are interested in learning how to discuss and read about a wider variety of topics in French than are the boys.

TABLE VI

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS OF
TOPICS IN TERMS OF FREQUENCY OF GRADE 7, 8 AND 9 STUDENTS

TOPIC	BOYS N=468		TOPIC	GIRLS N=590	
	NO.	%		NO.	%
1. *Football	386	78.6	1. *Fashions	524	88.8
2. Skidooing	352	75.2	2. *Horseback Riding	490	83.0
*Sportscar Racing	352	75.2	*Travel	490	83.0
3. *Cars	349	74.5	3. *Vacationing	489	82.8
4. *Motorbikes	345	73.7	*Parties	489	82.8
5. *Animals	330	70.4	4. *Animals	478	81.0
6. *Swimming	328	70.0	5. *Cooking	477	80.8
7. *Hockey	325	69.4	6. *Swimming	469	79.4
8. Nature and Wildlife	322	68.8	7. *Dating	464	78.6
9. *Basketball	316	67.5	8. *Foods	460	77.9
*Vacationing	316	67.5	9. *Skiing	452	76.6
10. *Travel	312	66.6	10. *Youth	449	76.1
11. *Hunting	305	65.1	11. *Boys and Girls	441	74.7
12. *Games	303	64.7	12. *Games	435	73.7
13. *Skiing	295	63.1	13. *Art	432	73.2
14. *Baseball	293	62.6	14. Nature and Wildlife	431	73.0
15. *Fishing	289	61.7	15. *Arts and Crafts	429	72.7
16. *Airplanes	286	61.1	16. *Sewing	422	71.5
*Boys and Girls	286	61.1	*Other Countries	422	71.5
17. *Boating	282	60.2	17. *Dancing	421	71.3
18. *Parties	279	59.6	18. *Skidooing	420	71.1
19. *Youth	275	58.7	19. *Other People	413	70.0
20. *Dating	271	57.9	20. *Drama	408	69.1
21. *Other Countries	267	57.0	21. *Music	407	68.9
22. *Science	262	55.9	22. *Skating	395	66.9
23. *Soccer	260	55.5	23. *Drugs	394	66.7
*Foods	260	55.5	24. *Places of Interest		
24. *Horseback Riding	259	55.3	in France	392	66.4
25. *Space Vehicles	257	54.9	25. *Family Life	388	65.7
26. Volleyball	255	54.4	26. *France	379	64.2
27. *Skating	250	53.4	27. *Recreational		
28. Other Cities	249	53.2	Activities in France	369	62.5
*Drugs	249	53.2	28. Other Cities	346	58.6
29. Current Events	248	52.9	29. Volleyball	330	55.9

TABLE VI--Continued

TOPIC	BOYS N=468	NO.	%	TOPIC	GIRLS N=590	NO.	%
30.*Other People		242	51.7	30.*Baseball		298	50.5
31.*Places of Interest in France		219	46.7	31.*Basketball		285	48.3
32.*Recreational Activities in France		217	46.3	32.*Boating Current Events		279	47.2
33.*Arts and Crafts		214	45.7	33. School		261	44.2
34.*Family Life		212	45.2	34.*Football		244	41.3
35.*Art		211	45.0	35.*Motorbikes		228	38.6
36.*Music		210	44.8	36.*Soccer		214	36.2
37.*France		189	40.3	37.*Fishing		210	35.5
				38.*Sportscar Racing		180	30.5
38. School		181	38.6	39. History		166	28.1
39.*Drama		165	35.2	40.*Science		160	27.1
40. History		148	31.6	41.*Hockey		157	26.6
41.*Dancing		138	29.4	42.*Space Vehicles		147	24.9
42.*Cooking		134	28.6	43.*Cars		137	23.2
43.*Fashions		117	25.0	44.*Airplanes		129	21.8
44. Stamp Collecting		113	24.1	45. Stamp Collecting		106	17.9
45.*Sewing		28	5.9	46.*Hunting		100	16.9

The results of the study indicate that the difference in thirty-two of the total male responses is significant at the $p < 0.01$ level when compared with those of the total female population.

Of the thirty-five topics in which at least one half of the total male population indicated an interest, 42.8% of these were sports. In addition to athletics, Cars, Motorbikes, Nature and Wildlife, Animals, Vacationing and Travel were most appealing to the boys involved in this study. Only slightly more than one half of the male population expressed interest in learning how to discuss and read about various social activities such as Parties, and Dating in French. Further inspection of the results also reveals that the majority of the male subjects who participated in this investigation are not interested in learning how to discuss and read about France or various aspects of that country in French.

The total female population, however, not only expressed a greater interest in learning how to discuss and read about France in French, but also revealed a higher interest in a wider variety of topics than did the males.

Of the thirty-three topics in which at least one half of the total female population expressed interest, only seven of these were sports. Fashions, social activities such as Dating, Parties and Dancing, as well as recreational activities which include Vacationing, Travel and Games were all found to be selected by a large percentage of the girls.

To a lesser extent, Drama, Music and Art appealed to the females, but were ranked very low among the responses of the male population.

1.2. ANALYSIS OF THE TOPICS BY PERCENTAGES

The results of the testing instrument were tabulated by percentages and rank ordered in order to compare the responses of the total population by grade. These percentages are visually depicted in tables 7 through 9 inclusive.

TABLE VII

RANK ORDERED COMPARISON BY GRADE OF EXPRESSED INTERESTS OF TOPICS IN TERMS OF FREQUENCY OF GRADE 7 AND 8 STUDENTS

GRADE 7 N=362		NO.	%	GRADE 8 N=364		NO.	%
TOPIC				TOPIC			
1. Swimming		291	80.4	1. Animals		266	73.1
2. Animals		286	79.0	Parties		266	73.1
3. Vacationing		282	77.9	2. Vacationing		259	71.2
4. Skidooing		274	75.6	3. Travel		257	70.6
5. Travel		273	75.4	Nature and Wildlife		257	70.6
6. Horseback Riding		263	72.7	4. Skidooing		253	69.5
7. Nature and Wildlife		262	72.3	Dating		253	69.5
8. Games		261	72.1	5. Swimming		250	68.6
9. Arts and Crafts		258	71.3	6. Horseback Riding		248	68.0
10. Parties		255	70.4	7. Skiing		247	67.8
11. Boys and Girls		254	70.2	8. Games		242	66.5
Skiing		254	70.2	9. Boys and Girls		240	65.9
Art		254	70.2	10. Youth		239	65.6
Skating		254	70.2	11. Foods		232	63.8
12. Foods		252	69.6	12. Fashions		231	63.5
13. Youth		241	66.5	13. Other Countries		227	62.4
14. Dating		237	65.4	14. Drugs		209	57.4
15. Drama		235	64.9	15. Other People		208	57.1
16. Other Countries		232	64.1	Cooking		208	57.1
17. Baseball		226	62.4	16. Skating		204	56.1
18. Basketball		220	60.8	17. Art		201	55.2
Other People		220	60.8	Arts and Crafts		201	55.2
19. Drugs		218	60.2	18. Football		200	54.9
20. Family Life		216	59.6	19. Music		197	54.1
21. Music		215	59.4	20. Baseball		196	53.8

TABLE VII--Continued

GRADE 7			GRADE 8		
TOPIC	N=362	NO. %	TOPIC	N=364	NO. %
22. Fashions		214 59.1	21. Other Cities		193 53.1
23. Cooking		213 58.8	22. Basketball		191 52.4
24. Places of Interest			Places of Interest		
in France		211 58.5	in France		191 52.4
25. Volleyball		205 56.6	23. Volleyball		188 51.6
26. Other Cities		204 56.3	Motorbikes		188 51.6
27. Football		201 55.5	Family Life		188 51.6
28. Recreational			Dancing		188 51.6
Activities in France		200 55.2	24. France		185 50.8
Dancing		200 55.2	25. Recreational		
29. Current Events		198 54.6	Activities in France		184 50.5
30. Soccer		195 53.9	26. Boating		177 48.6
31. Motorbikes		190 52.5	27. Sportscar Racing		171 47.0
France		190 52.5	Current Events		171 47.0
32. Boating		188 51.9	Drama		171 47.0
33. Fishing		180 49.7	28. Fishing		161 44.2
34. Sportscar Racing		177 48.8	29. Sewing		157 43.1
35. Hockey		172 47.5	30. Hockey		154 42.3
36. School		169 46.9	31. Cars		153 42.0
37. Sewing		161 44.4	32. Soccer		139 38.2
38. Cars		156 43.1	School		139 38.2
39. Science		155 42.8	33. Hunting		138 37.9
40. Space Vehicles		151 41.7	34. Airplanes		137 37.6
41. Hunting		150 41.4	35. Science		118 32.4
42. Airplanes		140 38.7	36. Space Vehicles		114 31.2
43. History		123 35.9	37. History		86 23.6
44. Stamp Collecting		91 25.1	38. Stamp Collecting		68 18.7

Of the fifteen topics in which the greater majority (60% or more) of the grade eight population expressed an interest in learning how to discuss and read about in French, thirteen of these were also chosen by the greater majority of the grade seven population. Art and Arts and Crafts, however, which were selected by over 70% of the grade seven population, held

appeal for only slightly more than 50% of the grade eight students.

In addition to the two topics mentioned above, a comparison of the total grade seven and total grade eight population reveals that grade seven students are more interested in learning how to discuss and read about Skating, Basketball, Family Life, Current Events and Drama in French than are the grade eight students.

The responses of both populations concerning all other topics, however, indicate only a slight difference in interest.

TABLE VIII

RANK ORDERED COMPARISON BY GRADE OF EXPRESSED INTERESTS OF
TOPICS IN TERMS OF FREQUENCY OF GRADE 7 AND 9 STUDENTS

TOPIC	GRADE 7 N=362		TOPIC	GRADE 9 N=332	
	NO.	%		NO.	%
1. Swimming	291	80.4	1. Travel	273	82.2
2. Animals	286	79.0	2. Vacationing	265	79.8
3. Vacationing	282	77.9	3. Swimming	257	77.4
4. Skidooing	274	75.6	Animals	257	77.4
5. Travel	273	75.4	4. Parties	248	74.7
6. Horseback Riding	263	72.7	5. Skiing	246	74.1
7. Nature and Wildlife	262	72.3	Skidooing	246	74.1
8. Games	261	72.1	Dating	246	74.1
9. Arts and Crafts	258	71.3	6. Youth	245	73.8
10. Parties	255	70.4	7. Horseback Riding	239	72.0
11. Boys and Girls	254	70.2	8. Foods	237	71.4
Skiing	254	70.2	9. Nature and Wildlife	235	70.7
Art	254	70.2	10. Boys and Girls	234	70.4
Skating	254	70.2	11. Other Countries	231	69.5
12. Foods	252	69.6	12. Other People	228	68.7
13. Youth	241	66.5	Games	228	68.7
14. Dating	237	65.4	13. Drugs	217	65.3
15. Drama	235	64.9	14. Football	211	63.6
16. Other Countries	232	64.1	15. Places of Interest		
17. Baseball	226	62.4	in France	209	63.0
18. Basketball	220	60.8	16. Music	206	62.0
Other People	220	60.8	17. Recreational		
19. Drugs	218	60.2	Activities in France	202	60.8
20. Family Life	216	59.6	18. Other Cities	199	59.9
21. Music	215	59.4	19. Skating	198	59.6
22. Fashions	214	59.1	20. Family Life	197	59.3
23. Cooking	213	58.8	Fashions	197	59.3
24. Places of Interest			21. Boating	196	59.0
in France	211	58.5	Motorbikes	196	59.0
25. Volleyball	205	56.6	22. France	193	58.1
26. Other Cities	204	56.3	23. Volleyball	192	57.8
27. Football	201	55.5	24. Cooking	191	57.5
28. Recreational			25. Basketball	190	57.2
Activities in France	200	55.2	26. Art	188	56.6
Dancing	200	55.2	27. Sportscar Racing	185	55.7
29. Current Events	198	54.6	28. Arts and Crafts	184	55.4

TABLE VIII--Continued

TOPIC	GRADE 7 N=362	NO.	%	TOPIC	GRADE 9 N=332	NO.	%
30. Soccer		195	53.9	29. Cars		177	53.3
31. Motorbikes		190	52.5	30. Baseball		169	50.9
France		190	52.5	Dancing		169	50.9
32. Boating		188	51.9	31. Drama		167	50.3
33. Fishing		180	49.7	32. Fishing		158	47.6
34. Sportscar Racing		177	48.8	Current Events		158	47.6
35. Hockey		172	47.5	33. Hockey		157	47.3
36. School		169	46.9	34. Science		149	44.8
37. Sewing		161	44.4	35. Soccer		140	42.2
38. Cars		156	43.1	36. Space Vehicles		139	41.9
39. Science		155	42.8	37. Airplanes		138	41.6
40. Space Vehicles		151	41.7	38. School		134	40.4
41. Hunting		150	41.4	39. Sewing		133	40.1
42. Airplanes		140	38.7	40. Hunting		117	35.2
43. History		123	35.9	41. History		105	36.1
44. Stamp Collecting		91	25.1	42. Stamp Collecting		60	18.1

When comparing the results of the total grade seven and nine population, the greatest differences in responses were found to be connected with the following topics: Skating, Arts and Crafts, Art, Drama, Baseball and Soccer. In relation to these topics, the degree of interest in learning how to discuss and read about them in French was at least 10% greater on the part of the grade seven population.

The responses of the grade nine population, however, indicated a minimum of 7% greater interest in learning how to discuss and read about Dating, Youth, Other People, Football, Cars, Boating, and Sportscar Racing in French.

Although only slightly more than a majority of both populations indicated interest in France and various aspects of that country, greater interest was expressed in Other Countries and Other People by both groups.

TABLE IX

RANK ORDERED COMPARISON BY GRADE OF EXPRESSED INTERESTS OF
TOPICS IN TERMS OF FREQUENCY OF GRADE 8 AND 9 STUDENTS

GRADE 8		NO.	%	GRADE 9		NO.	%
TOPIC	N=364			TOPIC	N=332		
1. Animals		266	73.1	1. Travel		273	82.2
Parties		266	73.1	2. Vacationing		265	79.8
2. Vacationing		259	71.2	3. Swimming		257	77.4
3. Travel		257	70.6	Animals		257	77.4
Nature and Wildlife		257	70.6	4. Parties		248	74.7
4. Skidooing		253	69.5	5. Skiing		246	74.1
Dating		253	69.5	Skidooing		246	74.1
5. Swimming		250	68.6	Dating		246	74.1
6. Horseback Riding		248	68.0	6. Youth		245	73.8
7. Skiing		247	67.8	7. Horseback Riding		239	72.0
8. Games		242	66.5	8. Foods		237	71.4
9. Boys and Girls		240	65.9	9. Nature and Wildlife		235	70.7
10. Youth		239	65.6	10. Boys and Girls		234	70.4
11. Foods		232	63.8	11. Other Countries		231	69.5
12. Fashions		231	63.5	12. Other People		228	68.7
13. Other Countries		227	62.4	Games		228	68.7
14. Drugs		209	57.4	13. Drugs		217	65.3
15. Other People		208	57.1	14. Football		211	63.6
Cooking		208	57.1	15. Places of Interest			
16. Skating		204	56.1	in France		209	63.0
17. Art		201	55.2	16. Music		206	62.0
Arts and Crafts		201	55.2	17. Recreational			
18. Football		200	54.9	Activities in France		202	60.8
19. Music		197	54.1	18. Other Cities		199	59.9
20. Baseball		196	53.8	19. Skating		198	59.6
21. Other Cities		193	53.1	20. Family Life		197	59.3
22. Basketball		191	52.4	Fashions		197	59.3
Places of Interest				21. Boating		196	59.0
in France		191	52.4	Motorbikes		196	59.0
23. Volleyball		188	51.6	22. France		193	58.1
Motorbikes		188	51.6	23. Volleyball		192	57.8
Family Life		188	51.6	24. Cooking		191	57.5
Dancing		188	51.6	25. Basketball		190	57.2
24. France		185	50.8	26. Art		188	56.6
25. Recreational				27. Sportscar Racing		185	55.7
Activities in France		184	50.5	28. Arts and Crafts		184	55.4
26. Boating		177	48.6	29. Cars		177	53.3

TABLE IX--Continued

TOPIC	GRADE 8		TOPIC	GRADE 9	
	N=364	NO. %		N=332	NO. %
27. Sportscar Racing		171 47.0	30. Baseball		169 50.9
Current Events		171 47.0	Dancing		169 50.9
Drama		171 47.0	31. Drama		167 50.3
28. Fishing		161 44.2	32. Fishing		158 47.6
29. Sewing		157 43.1	Current Events		158 47.6
30. Hockey		154 42.3	33. Hockey		157 47.3
31. Cars		153 42.0	34. Science		149 44.8
32. Soccer		139 38.2	35. Soccer		140 42.2
School		139 38.2	36. Space Vehicles		139 41.9
33. Hunting		138 37.9	37. Airplanes		138 41.6
34. Airplanes		137 37.6	38. School		134 40.4
35. Science		118 32.4	39. Sewing		133 40.1
36. Space Vehicles		114 31.2	40. Hunting		117 35.2
37. History		86 23.6	41. History		105 36.1
38. Stamp Collecting		68 18.7	42. Stamp Collecting		60 18.1

Of the sixteen topics in which at least 60% of the grade eight population expressed greatest interest in learning how to discuss and read about in French, fifteen of these were also chosen by at least 68% of the grade nine population. In addition, the results indicate that Places of Interest in France and Recreational Activities in France are topics in which the grade nine population expresses more interest than do the grade eight subjects.

While the topic of Fashions was chosen more frequently as an interest area by the grade eight students, the responses of the grade nine population indicate at least 7% greater interest in Drugs, Family Life, Football, Boating, Motorbikes,

Sportscar Racing and Cars. The responses of both populations concerning all of the other topics, however, indicate that the difference in interest in learning how to discuss and read about them in French is slight.

TABLE X
RANK ORDERED COMPARISON BY GRADE OF MALE POPULATION

GRADE 7 N=169				GRADE 8 N=163				GRADE 9 N=135			
TOPIC	NO.	%	TOPIC	NO.	%	TOPIC	NO.	%	TOPIC	NO.	%
1. Football	144	85.2	1. Football	144	85.2	1. Cars	118	72.4	1. Cars	114	84.4
2. Skidooring	140	82.8	2. Motorbikes	140	82.8	2. Sportscar Racing	116	71.2	2. Sportscar Racing	108	80.0
3. Sportscar Racing	130	76.9	3. Skidooring	130	76.9	3. Football	116	71.2	3. Football	106	78.5
4. Swimming	129	76.3	4. Nature & Wildlife	129	76.3	4. Motorbikes	115	70.6	4. Motorbikes	105	77.8
5. Hockey	128	75.7	5. Sportscar Racing	128	75.7	5. Skidooring	114	69.9	5. Skidooring	96	71.1
6. Basketball	128	75.7	6. Animals	128	75.7	6. Travel	113	69.3	6. Travel	95	70.4
7. Animals	127	75.1	7. Cars	127	75.1	7. Swimming	112	68.7	7. Swimming	93	68.9
8. Motorbikes	124	73.4	8. Vacationing	124	73.4	8. Vacations	109	66.9	8. Vacations	90	66.7
9. Cars	123	72.8	9. Hockey	123	72.8	9. Parties	108	66.3	9. Parties	90	66.7
10. Baseball	123	72.8	10. Swimming	123	72.8	10. Animals	106	65.0	10. Animals	90	66.7
11. Games	120	71.0	11. Basketball	120	71.0	11. Boating	105	64.4	11. Boating	90	66.7
12. Hunting	119	70.3	12. Hunting	119	70.3	12. Hockey & Wildlife	104	63.7	12. Hockey & Wildlife	89	65.9
13. Nature & Wildlife	119	70.3	13. Travel	119	70.3	13. Nature & Wildlife	103	63.2	13. Nature & Wildlife	88	65.1
14. Vacationing	117	69.2	14. Baseball	117	69.2	14. Fishing	101	62.0	14. Fishing	88	65.1
15. Travel	114	67.5	15. Skiing	114	67.5	15. Dating	98	60.1	15. Dating	87	64.4
16. Soccer	111	65.7	16. Boys and Girls	111	65.7	16. Games	98	60.1	16. Games	87	64.4
17. Skiing	111	65.7	17. Fishing	111	65.7	17. Skiing	97	59.5	17. Skiing	86	63.7
18. Airplanes	109	64.5	18. Parties	109	64.5	18. Other Countries	96	58.9	18. Other Countries	84	62.2
19. Space Vehicles	108	63.9	19. Games	108	63.9	19. Airplanes	96	58.9	19. Airplanes	83	61.4
20. Boys and Girls	107	63.3	20. Dating	107	63.3	20. Basketball	95	58.3	20. Basketball	83	61.4
21. Arts and Crafts	107	63.3	21. Youth	107	63.3	21. Science	94	57.7	21. Science	83	61.4
22. Skating	106	62.7	22. Boating	106	62.7	22. Hunting	94	57.7	22. Hunting	82	60.7
23. Youth	106	62.7	23. Airplanes	106	62.7	23. Boys and Girls	94	57.7	23. Boys and Girls	81	60.0

TABLE X--Continued

GRADE 7 N=169				GRADE 8 N=163				GRADE 9 N=135			
TOPIC	NO.	%	TOPIC	NO.	%	TOPIC	NO.	%	TOPIC	NO.	%
18. Science	105	62.1	19. Horseback Riding	92	56.4	17. Space Vehicles	79	59.0			
19. Fishing	104	61.5	20. Volleyball	89	54.6	18. Other People	78	57.8			
20. Foods	102	60.4	21. Other Countries	86	52.8	19. Foods	77	57.0			
21. Volleyball	101	59.8	22. Other Cities	84	51.5	20. Drugs	76	56.3			
22. Art	100	59.2	23. Soccer	83	50.9	21. Youth	75	55.5			
23. Boating	98	57.9	24. Current Events	83	50.9	22. Other Cities	74	54.8			
24. Other Countries	97	57.4	25. Drugs	81	49.7	23. Horseback Riding	72	53.3			
25. Current Events	96	56.8	26. Foods	81	49.7	24. Recreational Activities in France					
26. Horseback Riding	95	56.2	27. Skating	75	46.0	25. Skating	70	51.9			
27. Parties	93	55.0	28. Science	74	45.4	26. Basebal	69	51.1			
28. Drugs	92	54.4	29. Other People	73	44.8	Current Events	69	51.1			
29. Other People	91	53.9	30. Family Life	73	44.8						
30. Other Cities	91	53.9	31. Space Vehicles	70	42.9						
30. Dating	89	52.7	29. Recreational Activities in France	67	41.1	26. Places of interest in France	66	48.9			
31. Music	87	51.5	30. Places of Interest in France	66	40.5	Soccer	66	48.9			
						Volleyball	65	48.1			
32. Recreational Activities in France	87	51.5	31. France	65	39.9	27. Music					
						Family Life	61	45.1			
33. Drama	80	47.3	32. Arts and Crafts	61	37.4	29. France	56	41.5			
34. Family Life	79	46.7	33. Art	60	36.8	30. Art	51	37.8			
35. School	78	46.2	34. School	59	36.2	31. School	51	37.8			
36. France	71	41.7	35. Music	59	36.2	32. Arts and Crafts	46	34.1			
37. History	68	40.2	36. Cooking	49	30.1	History	46	34.1			
38. Dancing	64	37.9	37. Drama	49	30.1	33. Dancing	40	29.9			
39. Cooking	55	32.5	38. Fashions	46	28.2	34. Drama	37	27.6			
40. Fashions	51	30.2	39. Dancing	43	26.4	35. Cooking	34	25.2			
41. Stamp Collecting	49	29.0	40. History	38	23.3	36. Stamp Collecting	30	22.2			
42. Sewing	47	27.8	39. Stamp Collecting	36	22.1	37. Fashions	22	16.4			
	12	6.6	40. Sewing	11	6.7	38. Sewing	5	3.7			

The results of the testing instrument were tabulated by percentages and rank ordered in order to compare the responses of the total male population by grade. These percentages are visually depicted in table 10.

Of the twenty-six topics chosen by at least 60% of the grade seven male population, sixteen of these topics were selected by 60% or more of the grade eight male population, and nineteen of them were chosen by a minimum of 60% of the grade nine male population.

Less than 50% of all three male populations indicated an interest in learning how to discuss and read about France in French, and only slightly more than one half of the grade seven and nine boys indicated an interest in Places of Interest in France (Grade seven) and Recreational Activities in France (Grade nine). Grade nine boys, however, expressed more interest in Other Countries, Dating, Boating and Parties than did the grade seven and eight male populations.

All three male populations involved in this study found the following topics disinteresting: France, Family Life, School, Cooking, Fashions, Dancing, History, Stamp Collecting and Sewing.

TABLE XI
RANK ORDERED COMPARISON BY GRADE OF FEMALE POPULATION

GRADE 7 N=193			GRADE 8 N=201			GRADE 9 N=196		
TOPIC	NO.	%	TOPIC	NO.	%	TOPIC	NO.	%
1. Horseback Riding	168	87.0	1. Fashions	185	92.0	1. Travel	177	90.3
2. Vacations	165	85.5	2. Parties	165	85.5	2. Fashions	174	88.8
3. Fashions	165	85.5	3. Cooking	162	83.9	3. Vacations	174	88.8
4. Cooking	162	83.9	4. Dating	162	83.9	4. Youth	169	87.6
5. Swimming	162	83.9	5. Horseback Riding	162	83.9	5. Animals	166	84.7
6. Parties	159	82.4	6. Travel	159	82.4	6. Horseback Riding	166	84.7
7. Animals	159	82.4	7. Animals	159	82.4	7. Swimming	163	83.2
8. Travel	156	81.8	8. Foods	156	81.8	8. Skiing	160	81.6
9. Drama	154	80.7	9. Vacations	154	80.7	9. Foods	159	81.1
10. Art	151	78.2	10. Skiing	151	78.2	10. Dating	158	80.6
11. Arts and Crafts	150	77.7	11. Sewing	150	77.7	11. Parties	157	80.1
12. Foods	149	77.2	12. Games	149	77.2	12. Cooking	156	79.6
13. Games	149	77.2	13. Youth	145	72.1	13. Boys and Girls	152	77.9
14. Sewing	148	76.6	14. Dancing	145	72.1	14. Other People	149	76.0
15. Dating	147	76.1	15. Swimming	144	71.6	15. Skidooring	149	76.0
16. Boys and Girls	147	76.1	16. Nature & Wildlife	142	70.5	16. Other Countries	146	74.5
17. Dancing	147	76.1	17. Boys and Girls	142	70.5	17. Nature and Wildlife	146	74.5
18. Nature & Wildlife	143	74.1	18. Other Countries	141	70.1	18. Places of Interest	143	73.0
19. Skiing	143	74.1	19. Art	141	70.1	19. in France	141	71.9
20. Family Life	138	71.5	20. Arts and Crafts	140	69.7	20. Music	140	71.8
21. Skating	138	71.5	21. Music	138	68.6	21. Drugs	140	71.8
22. Youth	135	69.8	22. Skidooring	137	68.2	22. Games	138	70.4
23. Other Countries	135	69.8	23. Other People	135	67.1	23. Arts and Crafts	137	69.9
24. Skidooring	134	69.4	24. Skating	129	64.1	24. France	137	69.9
25. Other People	129	66.8	25. Drugs	128	63.6	25. Art	137	69.9

TABLE XI--Continued

GRADE 7 N=193			GRADE 8 N=201			GRADE 9 N=196		
TOPIC	NO.	%	TOPIC	NO.	%	TOPIC	NO.	%
17. Music	128	66.3	22. Places of Interest in France	125	62.1	19. Family Life	135	68.7
18. Drugs	126	65.2	23. Drama	122	60.7	20. Recreational Activities in France	132	67.3
19. Places of Interest in France	124	64.1	24. France	120	59.7	21. Drama	130	66.3
20. France	122	63.0	25. Recreational Activities in France			22. Dancing	129	65.8
21. Recreational Activities in France	120	62.0	26. Family Life	117	58.2	23. Skating	128	65.3
22. Other Cities	113	58.5	27. Other Cities	115	57.2	24. Volleyball	127	64.8
23. Volleyball	104	53.9	28. Volleyball	109	54.2	25. Sewing	127	64.8
24. Baseball	103	53.4	29. Baseball	99	49.3	26. Other Cities	124	63.3
25. Current Events	102	52.9	30. Current Events	95	47.2	27. Basketball	107	54.6
26. School	98	50.7	31. Basketball	88	43.3	28. Football	106	54.1
27. Basketball	92	47.7	32. Boating	86	42.7	29. Baseball	105	53.6
28. Boating	90	46.6	33. Football	83	41.2	30. Motorbikes	100	51.5
29. Soccer	84	43.5		82	40.8	31. Current Events	90	45.9
							89	44.4
30. Fishing	76	39.4	34. School	80	39.8	32. School	83	42.6
31. Motorbikes	66	34.2	35. Motorbikes	72	35.8	33. Sportscar Racing	76	39.5
32. History	59	30.5	36. Fishing	64	31.8	34. Soccer	74	37.8
33. Football	57	29.5	37. Sportscar Racing	57	28.3	35. Fishing	70	35.7
34. Science	50	25.5	38. Soccer	56	27.9	36. Hockey	67	34.2
35. Sportscar Racing	47	24.4	39. History	48	23.8	37. Science	66	33.7
36. Hockey	44	22.8	40. Hockey	46	22.9	38. Cars	63	32.1
37. Stamp Collecting	44	22.8	41. Space Vehicles	44	21.8	39. Space Vehicles	60	30.6
38. Space Vehicles	43	22.3	42. Science	44	21.8	40. History	59	30.4
39. Cars	33	17.0	43. Airplanes	43	21.1	41. Airplanes	55	28.1
	31	16.1	44. Cars	41	20.7	42. Hunting	35	17.9
	31	16.1	45. Hunting	34	16.9	43. Stamp Collecting	30	15.3
				32	15.9			

The results of the testing instrument were tabulated by percentages and rank ordered in order to compare the responses of the total female population by grade. These percentages are visually depicted in table 11.

Of the thirty topics chosen by at least 60% of the grade seven female population, twenty-eight³ of these topics were selected by 60% or more of the grade eight female population, and thirty-two of them were chosen by a minimum of 60% of the grade nine female subjects.

While many of the topics in which the grade seven, eight, and nine female populations expressed interest were the same, differences in response are present in several areas. The grade seven and nine populations expressed interest in learning how to discuss and read about Recreational Activities in France in French, but less than one half of the grade eight female subjects indicated that this topic was appealing. While Art and Drama were very high in the choices of the grade seven girls, the percentage of grade eight and nine female subjects who indicated an interest in these areas was considerably lower. On the other hand, Youth, France and Places of Interest in France were more interesting to the grade nine female population than to the grade seven and eight subjects.

3. For the purpose of this tabulation, 59.7 was rounded off to the nearest whole number, 60.

2.1 AN ANALYSIS OF THE LEXICAL CONTENT OF VOIX ET IMAGES DE FRANCE

The following is an analysis of the lexical items contained in the first fifteen units of Voix et Images de France in terms of the expressed interests of topics desired to be studied in French by the junior high school population included in this study.⁴

Foods

le café
le vin
la confiture
le pain
les sandwiches

Related Vocabulary

dîner
manger
le petit déjeuner
le restaurant
manger

Places of Interest In France

Paris
la Tour Eiffel
l'Opéra
les Champs-Élysées
l'Eglise de la Madeleine

la Place de la Concorde
la Seine
Dijon
Marseille
Lyon

Sports

le football
jouer au football
la pêche
aller à la pêche
le pêcheur
le bateau

le filet
les poissons
beaucoup de poissons
se baigner
la mer
au bord de la mer

Cars

l'auto
la voiture

le garage

Airplanes

l'avion

l'avion New York-Paris

Motorbikes

une moto

La moto va plus vite

4. Since the junior high school curriculum includes units one through fifteen, this analysis has been restricted to those units.

Fashions

une robe
 une jupe
 une jupe de laine
 un tricot
 un tricot de pecheur
 une ceinture de cuire
 les chaussettes
 les souliers
 les semelles
 un manteau
 un bouton
 le sac
 une poche

un chapeau
 un chapeau à plume
 un chapeau de paille
 un pull-over
 le pantalon
 une cravate
 les lunettes
 les pyjamas
 les mouchoirs
 une veste
 les manches
 les gants
 une chemise

Related Vocabulary

vert
 rouge
 gris
 jaune
 bleu
 noir

déchiré
 sale
 propre
 vieux
 usé
 beau

Family Life

le père de Paul et de Catherine
 la mère des enfants
 les enfants
 la fille
 le fils
 le mari
 la femme
 les parents
 le grand-père
 la grand-mère
 les grands-parents

le petit-fils
 maman
 papa
 le frère
 la soeur
 l'oncle
 la tante
 le cousin
 la cousine
 toute la famille

Animals

le chien
 le chat

le loup

Nature and Wildlife

les arbres
le jardin
le soleil

le bois

Sewing

coudre
les ciseaux

le bouton
tricoter

Vacationing

être en vacances au bord de la mer
partir en vacances
le premier jour de vacances
partir pour le bord de la mer
la campagne

la montagne

Travel

voyager
les voyageurs
l'automobiliste
le cycliste
le metro
la station de métro
le plan du métro
l'autobus
l'autocar
le train

la gare
le chef de gare
en voiture
le wagon
le compartiment
prendre le train
prendre l'avion
le pont
le tunnel
la montagne

Music

une chanson

écouter

Recreational Activities in France

regarder la télévision
aller au cinéma
aller à la pêche

se baigner
jouer au football
jouer avec un seau et
une pelle

2.2 AN ANALYSIS OF THE LEXICAL CONTENT OF ECOUTER ET PARLER

The following is an analysis of the lexical items contained in Ecouter et Parler in terms of the expressed interests of topics desired to be studied in French by the junior high school population included in this study.⁵

Foods

la viande
le boeuf
roti de boeuf
le jambon
le veau
le poulet
le poulet aux frites
le poisson
la truite
les légumes
les épinards
les haricots verts
les petits pois
les pommes frites
la salade
la soupe
le sel
le poivre

la pain
la beurre
le fromage
les boissons
le lait
le thé
le café
l'eau minérale
les rafraîchissements
les sandwiches
les fruits
la glace
la glace au chocolat
la pâtisserie
un éclair
le gâteau
les bonbons

Related Vocabulary

le repas
le dîner
le petit déjeuner
le déjeuner
le dessert

le réfectoire
le restaurant
la carte
le menu

Music

les disques
la musique
les chansons

écouter de la musique
écouter des disques
l'orchestre

5. Since the junior high school curriculum includes all chapters of Ecouter et Parler, revised edition, a lexical analysis has been made of the entire book.

Sports

jouer à la balle
 jouer au basketball
 jouer au baseball
 jouer au tennis
 faire du ski
 la station de ski
 se baigner
 une équipe
 un joueur

le cyclisme
 le football
 la natation
 le patinage
 le ski
 la piscine
 un stade
 le court municipal
 une répétition

Related Vocabulary

le meilleur joueur
 sportif

La partie était très
 disputée.
 Les Américains ont
 gagné.

Cars

une voiture
 une automobile
 un décapotable
 faire une promenade en voiture
 un permis de conduire

La nouvelle voiture
 n'a pas bien marché
 Les voitures vont trop
 vite.

Dancing

danser
 avoir envie de danser
 Veux-tu danser?

Recreational Activities in France

aller à une soirée
 aller à un concert
 regarder la télévision

Le Festival National
 de Bellac
 aller au cinéma
 faire un pique-nique

Travel

Il faut voyager pour _____ heures.
 faire un voyage
 aller au bord du lac
 aller à la campagne
 prendre le train

aller à l'aéroport
 par avion
 revenir en voiture
 la station
 manquer l'autobus

Games

jouer aux cartes
 jouer aux dominos

Fashions

les lunettes
 les lunettes de soleil
 les gants
 une écharpe
 un collier
 une montre
 une bague
 une robe
 une jupe
 un complet
 une blouse
 un manteau
 la chaussette
 le pantalon

une cravate
 une veste
 un veston
 un chapeau
 un pull-over
 un chandail
 des bas
 un sac
 un pardessus
 une ceinture
 les chaussures
 une coiffure
 les maillots

Related Vocabulary

ravissant
 nouveau
 bon marché
 cher
 Elle te va très bien.
 Elle te va admirablement.

rouge
 jaune
 noir
 gris
 brun
 blanc

Family Life

la soeur
 le frère
 la mère
 le père
 les parents
 maman
 papa
 le mari
 la femme
 l'enfant
 le fils
 la fille
 le fils unique

le cousin
 la cousine
 les grands-parents
 le grand-père
 la grand-mère
 le petit-fils
 la petite-fille
 l'oncle
 la tante
 le neveu
 la niece
 la belle-soeur
 la belle-soeur

Vacationing

J'attends les vacances.
aller dans un camp au bord
de la mer

aller à la montagne pour
les vacances

Parties

Il y a une soirée chez vous, n'est-ce pas?

Nature and Wildlife

le Jardin des Plantes

Places of Interest in France

Paris
les Champs-Élysées
le Château de Chinon

Sèvres
Bretagne
en Provence

3. AN ANALYSIS OF WHY THE STUDENTS INCLUDED IN THIS STUDY ARE TAKING FRENCH

The results of the information gathered in response to the question, "why are you studying French?" were tabulated. In order to answer this question, the students were offered six possible suggestions along with the opportunity of including "other reasons." They were also permitted to choose more than one reason for studying French if more than one of the suggested reasons applied to them. This information is drawn up and depicted in Tables XII through XVII.

TABLE XII

REPLIES OF GRADE 7 TO "WHY ARE YOU TAKING FRENCH?"
ACCORDING TO SEX

REASON	BOYS N=164		GIRLS N=191	
	No.	%	No.	%
1. I need it to get into university.	105	64	37	45.5
2. My parents want me to take it	82	50	90	47.1
3. To fit my high school program.	50	30.4	54	28.2
4. I like it.	72	43.8	106	55.4
5. For carrer purposes	73	44.5	84	43.9
6. My friends take it.	18	10.9	20	10.9

The results indicate that the grade seven boys are enrolled in French classes more for utilitarian reasons or because of parental insistence rather than because they like the subject. A majority of the grade seven girls, however, are taking French because they like it. Parental influence and the possibility that the subject may be needed for university also play large roles in the girls' decision to study the subject.

TABLE XIII

REPLIES OF GRADE 8 TO "WHY ARE YOU TAKING FRENCH?"
ACCORDING TO SEX

REASON	BOYS N=168		GIRLS N=200	
	No.	%	No.	%
1. I need it to get into university.	85	50.6	84	42.0
2. My parents want me to take it.	83	49.4	102	51.0
3. To fit my high school program.	52	30.9	71	35.5
4. I like it.	51	30.3	85	42.5
5. For career purposes.	70	41.6	103	51.5
6. My friends take it.	9	5.3	21	10.5

According to the responses of the grade eight male population included in this study, it would appear that a majority of the grade eight boys are taking French in order to gain admittance into university. The second most frequently expressed reason discloses that the decision of many of the

boys to study French was greatly influenced by their parents. In addition, the possibility of using the language later in life for career purposes proved to be a strong influence on their decision to learn French.

While only 30.3% of the grade eight males indicated that they like French, 42.5% of the grade eight females revealed that they enjoy the subject. The results further reveal that parental influence, the need for the subject to get into university, and the use of the language in a future profession were influential factors for many of the grade eight females included in this study.

TABLE XIV

REPLIES OF GRADE 9 TO "WHY ARE YOU STUDYING FRENCH?"
ACCORDING TO SEX

REASON	BOYS N=151		GIRLS N=184	
	No.	%	No.	%
1. I need it to get into university.	84	55.6	81	44.0
2. My parents want me to take it.	89	58.9	77	41.8
3. To fit my high school program.	75	49.6	85	46.1
4. I like it.	47	31.1	108	58.6
5. For career purposes	83	54.9	83	45.1
6. My friends take it.	14	9.1	13	7.5

Although the largest percentage (58.9%) of the grade nine boys included in this study are taking French because of parental influence, 58.6% of the grade nine females seem to be studying the language because they like it. The results further indicate, however, that the decision of the both groups of the grade nine population to study the language was heavily influenced by utilitarian reasons such as using it to get into university, to fit the high school program, and for career purposes.

TABLE XV

REPLIES OF GRADE 7 AND 8 TO "WHY ARE YOU TAKING FRENCH?"
ACCORDING TO GRADE

REASON	GRADE 7		GRADE 8	
	N=355 No.	%	N=368 No.	%
1. I need it to get into university.	192	54.1	169	45.9
2. My parents want me to take it.	172	48.4	185	50.2
3. To fit my high school program.	104	29.5	123	33.4
4. I like it.	178	50.4	136	36.9
5. For career purposes	157	44.2	173	47.0
6. My friends take it.	38	10.7	30	8.1

A comparison of the responses of the total grade seven and eight populations reveals that while the greatest percentage (54.1%) of grade seven students are enrolled in French courses in order to get into university, the majority (50.2%) of the grade eight students who participated in this study are taking the subject because of the influence of their parents. Although only 36.9% of the grade eight population indicated that it likes to study the language, a majority (50.4%) of the grade seven students expressed a liking for the subject. Studying the language for career purposes, however, proved to be a strong influence at both grade levels.

TABLE XVI

REPLIES OF GRADE 7 AND 9 TO "WHY ARE YOU TAKING FRENCH?"
ACCORDING TO GRADE

REASON	GRADE 7		GRADE 9	
	N=355 No.	%	N=355 No.	%
1. I need it to get into university.	192	54.1	165	49.3
2. My parents want me to take it.	172	48.4	166	49.5
3. To fit my high school program.	104	29.5	160	47.7
4. I like it.	178	50.4	155	46.2
5. For career purposes.	157	44.2	166	49.5
6. My friends take it.	38	10.7	27	8.0

Unlike the responses of the total grade seven population, the responses of the grade nine students indicate that parental insistence and the use of the language for career purposes were the primary reasons why the grade nine students included in this study are studying French. Although the results reveal that more than 50% of the grade seven subjects are taking French because they like it, only 46.2% of the grade nine students chose this as one of their reasons for studying the language. The decision of both groups to take the subject, however, was greatly influenced by the reason, "I need it to get into university."

TABLE XVII

REPLIES OF GRADE 8 AND 9 TO "WHY ARE YOU TAKING FRENCH?"
ACCORDING TO GRADE

REASON	GRADE 8		GRADE 9	
	N=368 No.	%	N=330 No.	%
1. I need it to get into university.	169	45.9	165	49.2
2. My parents want me to take it.	185	50.2	166	49.5
3. To fit my high school program.	123	33.4	160	47.7
4. I like it.	136	36.9	155	46.2
5. For career purposes	173	47.0	166	49.5
6. My friends take it.	30	8.1	27	8.0

Although only 8.1% of the grade eight population indicated that it is taking French because friends are studying the subject, over 50% of the grade eight students revealed that they are taking it because their parents want them to. The results further indicate that the largest percentage (49.5%) of the grade nine subjects are also studying the language because of parental influence.

While the need for the subject to get into university, and the possibility of using the language for career purposes were chosen as reasons by large percentages of both populations, a noticeably larger percentage of the grade nine students indicated that they are taking the course to fit their high school programs.

Less than 50% of both populations indicated that they like French. However, a comparison of the grade eight and nine responses reveals that a greater portion of the grade nine students indicated that they like the subject.

Other Reasons

Under the section "Other Reasons for Taking French" the following responses were received from the students included in this study:

Twenty-four students indicated that they wanted to be bilingual.

Twenty-one students revealed that they were enrolled in French class because they wanted to learn how to speak the language.

Eighteen students felt that a knowledge of French would be useful for travelling purposes.

Seventeen students were taking French because they were put into the class.

Nine students revealed that they wanted to learn the language because Canada is bilingual.

4. COMMENTS CONCERNING THE FRENCH PROGRAMS USED IN EDMONTON

Space was provided in the testing instrument for comments regarding the present French programs used in the city of Edmonton. The following are excerpts from the comments that appeared most often in each of the sub-populations.

1. French is boring.
2. I get sick of the filmstrips, talking about the Thibauts and where they live. Things that kids are interested in would get a better participation from the kids.
3. French would be better if the films weren't so boring. The films are quite inadequate for helping you understand the language. It's very boring sitting around listening to a tape recorder.
4. They should make new films with real people.
5. I think students would show more interest in French if it was on subjects they like and could use from day to day.
6. I would like to talk about kids our age, not about guys like Paul and Catherine.
7. They should have separate classes for boys and girls because they talk about completely different things.
8. We should have textbooks to study from instead of just records.
9. I would like to be able to work on my own with one or two others in the library with just textbooks and the teacher there in case I had any trouble with pronunciation or something. I've tried learning on my own before and found I could learn more in one month than in three years of French learning from a teacher.
10. The French I'm taking now seems dull and unimaginative. For French you need a lively (not afraid to yell) teacher.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS, RECOMMENDATIONS FOR FURTHER RESEARCH

The object of this investigation was to discern the expressed interests of junior high school French language students relevant to the content of French language materials, as well as to determine how many of the topics in which the students expressed interest are contained in Voix et Images de France and Ecouter et Parler. The subjects involved in this study were 1,058 grade seven, eight and nine students enrolled in French classes in either the Edmonton Separate or Public Schools. An instrument, designed to inquire into the areas in question, was developed, administered, and analyzed to obtain the findings which are summarized below.

I. SUMMARY OF THE FINDINGS

Topics

Of the fifty topics included in the questionnaire, those in which the largest percentage of the male subjects indicated an interest in learning how to discuss and read about in French were various sports, Vacationing, Travel, Animals, Cars, Motorbikes, and Nature and Wildlife. A review of the findings, however, clearly indicated that the male population was not interested in learning how to discuss and read about the following topics in French: Drama, Family Life, School,

France, History, Dancing, Cooking, Fashions, Stamp Collecting, and Sewing.

Of the ten topics in which the greatest majority of the male population indicated least interest, the following three were also considered disinteresting by a majority of the female population: School, History and Stamp Collecting. In addition, the female subjects further indicated that they were not interested in learning how to read about and discuss the following in French: Soccer, Fishing, Motorbikes, Science, Sportscar Racing, Hockey, Cars, Hunting and Airplanes. The responses of the girls at each grade level, however, did reveal that the majority of the female population was interested in learning how to discuss and read about Drama, Family Life, School, France, Dating, Cooking, Fashions and Sewing in French.

Lexical Analysis of Voix et Images de France

An analysis of the lexical content of the first fifteen units of Voix et Images de France revealed that vocabulary pertaining to sixteen of the topics included in the questionnaire are contained in this program. However, it is obvious that in many instances, as for example, when discussing Cars, Art, Motorbikes, Sewing, Airplanes and Music, the vocabulary provided would enable the students to discuss these topics only on a very superficial level.

Lexical Analysis of Ecouter et Parler

Vocabulary pertaining to fifteen of the topics included in the questionnaire is contained in the Ecouter et Parler program. Mastery of these lexical items would enable the students to be capable of briefly discussing Foods, Music, Sports, Cars, Dancing, Recreational Activities in France, Travel, Games, Fashions, Family Life, Vacationing, Parties, Nature and Wildlife and Places of Interest in France. However, as in Voix et Images de France, the vocabulary pertaining to some of these topics is limited to one or perhaps several words and phrases. Once again it appears that the vocabulary provided is sufficient for only superficial and limited discussion concerning the topics mentioned.

Analysis of the Responses to "Why Are You Taking French?"

A. An analysis of the responses to the question, "Why are you taking French?" revealed that most of the students involved in this investigation are studying French primarily because they feel that they need it to gain admittance into university, because of parental influence or because it may be useful for career purposes. The results further reveal that although a majority of the grade seven and nine female populations stated that they like the subject, at no grade level did a majority of the male subjects indicate a liking for French. It is also interesting to note that while there

is a decline in the liking of French among the grade eight girls (42.5%), there is a noticeable increase in the number of grade nine females (58.6%) who expressed a liking for the subject.

This trend, however, is not evident in the responses of the male populations included in this investigation. While 43.8% of the grade seven boys expressed a liking for French, only 30.3% of the grade eight male subjects indicated that they like the subject, and 31.1% of the grade nine males expressed a liking for the study of the language.

Comments concerning the French programs used in Edmonton

Most of the comments written by the subjects involved in this study revealed that these students find French boring and the topics around which the units are centered uninteresting. Those students who were using the Voix et Images de France program described the filmstrips as dull and revealed a desire to use printed materials in the form of textbooks rather than to rely solely on audio and visual materials.

II. CONCLUSIONS AND IMPLICATIONS

On the basis of the findings of this study, the following conclusions and implications may be stated.

1. The responses of the subjects involved in this investigation reveal that the topics in which the male populations are interested in learning how to discuss and read about in French are different from those of the female subjects. As a result, it may be recommended that separate French classes for boys and girls at this grade level be established in order to appeal to the interests of each group for the purpose of increasing motivation.

2. Since the results indicate that the interests of the male and female populations remain relatively stable throughout, materials relevant to those topics which proved to be most popular in this investigation could be prepared in different degrees of difficulty and presented at the appropriate grade levels.

3. Since many of the students are enrolled in French classes for utilitarian reasons, it is imperative that they be exposed to content which is useful in and relevant to their daily lives and current activities.

4. Because of the paucity of lexical items in Voix et Images de France and Ecouter et Parler which refer to the topics in which these students have expressed interest in learning how to discuss and read about in French, supplementary

materials should be used in order to enable the learners to pursue those topics of interest.

5. One of the main criticisms levied at Voix et Images de France, one of the programs currently used in Edmonton, is concerned with the filmstrips and the boredom which results from being constantly exposed to them. Skillful and more imaginative use of these media, as well as effective use of other supplementary materials, should therefore be strived for in order to ensure effective learning and the maintenance of student interest.

III. RECOMMENDATIONS FOR FURTHER RESEARCH

Some recommendations arising from this study are suggested below.

1. The conclusions of this research were based on data obtained from a questionnaire administered to junior high school students. An investigation which included students in the senior high school grades would provide a more complete survey.

2. The junior high school students who participated in this study were located in western Canada. An investigation which included students from the eastern part of the country could give an even more global picture of the expressed interests of students at this grade level.

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APPENDIX A

FINAL QUESTIONNAIRE

AN INVESTIGATION OF EXPRESSED INTERESTS IN THE
STUDY OF FRENCH BY JUNIOR HIGH SCHOOL STUDENTS

The purpose of this study is to provide teachers, textbook authors and publishers with information that will enable them to critically examine the materials used in French courses. Hopefully, it will also provide them with an up-to-date list of topics students are eager to learn to discuss and read about in French.

In addition, it will provide you, the student, with an opportunity to indicate how interested you are in learning how to talk about and read about the following topics in French.

For these reasons, your cooperation would be greatly appreciated.

Before you begin this questionnaire, please fill in the requested information on this sheet. Please try to answer as honestly as possible. What you say will not affect your mark or credit in the course. DO NOT GIVE YOUR NAME. Thank you.

SCHOOL _____

GRADE _____

AGE _____ WHEN WILL YOUR NEXT BIRTHDAY BE? _____

SEX _____ WHAT WAS YOUR LAST MARK IN FRENCH? _____

WHY ARE YOU TAKING FRENCH? (You may check more than one reason)

1. I need it to get into university. _____

2. My parents want me to take it. _____

3. To fit my high school program. _____

4. I like it. _____

5. For career purposes. _____

6. My friends take it. _____

OTHER REASONS (please specify) _____

The object of this survey is to find out how interested you are in learning how to talk about and read about the following topics in French.

Each topic is followed by four blank spaces

1 2 3 4

An ANSWER SHEET has been provided for you to record your answers. Please record your responses on both the questionnaire and answer sheet. If you are very interested, blacken the space numbered one. If you are interested, blacken space numbered two. If you are not interested, blacken space numbered three. If you are not at all interested, blacken space numbered four. When you have finished, you should have the first 50 spaces filled in under PART 1 of the answer sheet. The answers to questions 51 and 52 should be put directly on the questionnaire.

Please use pencil and answer each item. Check to make sure that the number of the questionnaire corresponds to the correct number on your answer sheet.

Do not write your name, but fill in the name of the school, your age, your sex and your grade level on both the questionnaire and answer sheet.

EXAMPLES:

QUESTIONNAIRE

ANSWER SHEET

1. POLLUTION 1 2 3 4

1. A---1 B---2 C---3 D---4 E---5

2. POLITICS 1 2 3 4

2. A---1 B---2 C---3 D---4 E---5

If I were very interested in learning how to discuss and read about POLLUTION, I would blacken space number 1. However, if I were not at all interested in learning how to discuss and read about POLITICS, I would blacken space number 4.

	VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
1. BASEBALL	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
2. BASKETBALL	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
3. BOATING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
4. FISHING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
5. HORSEBACK RIDING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

	VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
6. HOCKEY	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
7. HUNTING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
8. SKATING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
9. SKIDOOING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
10 FOOTBALL	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
11 SKIING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
12 SOCCER	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
13 SWIMMING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
14 VOLLEYBALL	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
15 CARS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
16 AIRPLANES	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
17 MOTORBIKES	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
18 SPORTSCAR RACING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
19 DANCING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
20 SPACE VEHICLES	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
21 PARTIES	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
22 DATING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

	VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
23 TRAVEL	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
24 VACATIONING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
25 GAMES	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
26 STAMP COLLECTING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
27 ARTS & CRAFTS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
28 MUSIC	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
29 ART	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
30 DRAMA	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
31 FASHIONS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
32 FOODS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
33 COOKING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
34 SEWING	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
35 FRANCE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
36 PLACES OF INTEREST IN FRANCE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
37 RECREATIONAL ACTIVITIES IN FRANCE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
38 OTHER COUNTRIES	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

	VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
39 OTHER PEOPLE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
40 OTHER CITIES	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
41 CURRENT EVENTS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
42 SCIENCE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
43 SCHOOL	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
44 HISTORY	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
45 ANIMALS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
46 NATURE & WILDLIFE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
47 BOYS & GIRLS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
48 DRUGS	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
49 FAMILY LIFE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
50 YOUTH	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

51 If you are interested in any topic that does not appear on the questionnaire, please write in the blank space provided.

52 COMMENTS

APPENDIX B

CHI-SQUARE VALUES

TABLE XVIII

CHI-SQUARE VALUES OF RESPONSES OF ALL
GRADES ACCORDING TO SEX⁵

TOPIC		CHI-SQUARE VALUE
1.	Baseball	0.000078
2.	Basketball	0.000000
3.	Boating	0.000021
4.	Fishing	0.000000
5.	Horseback Riding	0.0
6.	Hockey	0.0
7.	Hunting	0.0
8.	Skating	0.000008
9.	Skidooing	*0.138748
10.	Football	0.0
11.	Skiing	0.000001
12.	Soccer	0.000000
13.	Swimming	0.000638
14.	Volleyball	*0.666184
15.	Cars	0.0
16.	Airplanes	0.0
17.	Motorbikes	0.0
18.	Sportscar Racing	0.0
19.	Space Vehicles	0.0
20.	Dancing	0.0
21.	Parties	0.000000
22.	Dating	0.000000
23.	Travel	0.000000
24.	Vacationing	0.000000
25.	Games	0.001168
26.	Stamp Collecting	*0.013059
27.	Arts and Crafts	0.0
28.	Music	0.000000
29.	Art	0.0
30.	Drama	0.0
31.	Fashions	0.0
32.	Foods	0.000000

⁵An asterisk marks those values which showed no significant difference at the .01 level by chi-square analysis of the data.

TABLE XVIII -- Continued

TOPIC	CHI-SQUARE VALUE
33. Cooking	0.0
34. Sewing	0.0
35. France	0.000000
36. Places of Interest in France	0.000000
37. Recreational Activities in France	0.000000
38. Other Countries	0.000001
39. Other People	0.000000
40. Other Cities	*0.87473
41. Current Events	0.066673
42. Science	0.0
43. School	*0.071442
44. History	*0.224927
45. Animals	0.000051
46. Nature and Wildlife	0.113555
47. Boys and Girls	0.000003
48. Drugs	0.000007
49. Family Life	0.000000
50. Youth	0.000000

TABLE XIX

CHI-SQUARE VALUE OF GRADE 7
RESPONSES ACCORDING TO SEX

TOPIC	CHI-SQUARE VALUE
1. Baseball	0.000142
2. Basketball	0.000000
3. Boating	*0.026432
4. Fishing	0.000026
5. Horseback Riding	0.000000
6. Hockey	0.0
7. Hunting	0.0
8. Skating	*0.075348
9. Skidooing	0.003822
10. Football	0.0
11. Skiing	*0.080920
12. Soccer	0.000025
13. Swimming	*0.069007
14. Volleyball	*0.260287
15. Cars	0.0
16. Airplanes	0.0
17. Motorbikes	0.000000
18. Sportscar Racing	0.0
19. Space Vehicles	0.000000
20. Dancing	0.000000
21. Parties	0.000000
22. Dating	0.000001
23. Travel	0.000999
24. Vacationing	0.000128
25. Games	*0.126975
26. Stamp Collecting	*0.272710
27. Arts and Crafts	0.001743
28. Music	0.004121
29. Art	0.000013
30. Drama	0.000000

TABLE XIX -- Continued

TOPIC	CHI-SQUARE VALUE
31. Fashions	0.0
32. Foods	0.000243
33. Cooking	0.0
34. Sewing	0.0
35. France	0.000010
36. Places of Interest in France	*0.011704
37. Recreational Activities in France	0.003828
38. Other Countries	*0.010610
39. Other People	0.009527
40. Other Cities	*0.408204
41. Current Events	*0.483284
42. Science	0.000000
43. School	*0.095863
44. History	*0.153182
45. Animals	*0.073276
46. Nature and Wildlife	*0.387673
47. Boys and Girls	0.005950
48. Drugs	*0.035382
49. Family Life	0.000000
50. Youth	*0.093340

TABLE XX

CHI-SQUARE VALUE OF GRADE 8
RESPONSES ACCORDING TO SEX

TOPIC	CHI-SQUARE VALUE
1. Baseball	0.005959
2. Basketball	0.000048
3. Boating	0.002173
4. Fishing	0.000000
5. Horseback Riding	0.000016
6. Hockey	0.000000
7. Hunting	0.0
8. Skating	0.000414
9. Skidooing	*0.535557
10. Football	0.000000
11. Skiing	0.003479
12. Soccer	0.000007
13. Swimming	*0.204016
14. Volleyball	*0.310003
15. Cars	0.0
16. Airplanes	0.000000
17. Motorbikes	0.000000
18. Sportscar Racing	0.000000
19. Space Vehicles	0.000022
20. Dancing	0.0
21. Parties	0.000000
22. Dating	0.000028
23. Travel	0.005172
24. Vacationing	*0.104350
25. Games	0.005750
26. Stamp Collecting	*0.133419
27. Arts and Crafts	0.000000
28. Music	0.000000
29. Art	0.000000
30. Drama	0.000000

TABLE XX -- Continued

TOPIC	CHI-SQUARE VALUE
31. Fashions	0.0
32. Foods	0.000001
33. Cooking	0.0
34. Sewing	0.0
35. France	0.000169
36. Places of Interest in France	0.000030
37. Recreational Activities in France	0.001172
38. Other Countries	0.000661
39. Other People	0.000014
40. Other Cities	*0.538705
41. Current Events	*0.204006
42. Science	0.000003
43. School	*0.435719
44. History	*0.857425
45. Animals	*0.105022
46. Nature and Wildlife	*0.866703
47. Boys and Girls	*0.024467
48. Drugs	0.005060
49. Family Life	*0.011855
50. Youth	0.001828

TABLE XXI

CHI-SQUARE VALUE OF GRADE 9
RESPONSES ACCORDING TO SEX

TOPIC	CHI-SQUARE VALUE
1. Baseball	*0.987057
2. Basketball	*0.212869
3. Boating	*0.022042
4. Fishing	0.000000
5. Horseback Riding	0.000000
6. Hockey	0.000000
7. Hunting	0.000000
8. Skating	0.009721
9. Skidooing	*0.316869
10. Football	0.000003
11. Skiing	0.000243
12. Soccer	*0.043907
13. Swimming	0.002298
14. Volleyball	0.002563
15. Cars	0.0
16. Airplanes	0.000000
17. Motorbikes	0.000000
18. Sportscar Racing	0.000000
19. Space Vehicles	0.000000
20. Dancing	0.000000
21. Parties	0.005773
22. Dating	0.000980
23. Travel	0.000003
24. Vacationing	0.000001
25. Games	*0.156528
26. Stamp Collecting	*0.108466
27. Arts and Crafts	0.000000
28. Music	0.000006
29. Art	0.000000
30. Drama	0.000000

TABLE XXI -- Continued

TOPIC	CHI-SQUARE VALUE
31. Fashions	0.0
32. Foods	0.000002
33. Cooking	0.0
34. Sewing	0.0
35. France	0.000000
36. Places of Interest in France	0.000008
37. Recreational Activities in France	0.004501
38. Other countries	*0.017219
39. Other People	0.000442
40. Other Cities	*0.143093
41. Current Events	*0.277224
42. Science	0.000000
43. School	*0.445429
44. History	*0.427120
45. Animals	0.000176
46. Nature and Wildlife	*0.073406
47. Boys and Girls	0.01580
48. Drugs	0.006005
49. Family Life	0.000023
50. Youth	0.000000

TABLE XXII

CHI-SQUARE VALUES OF RESPONSES OF
TOTAL POPULATION ACCORDING TO GRADE

TOPIC	CHI-SQUARE VALUE
1. Baseball	0.006218
2. Basketball	*0.084471
3. Boating	*0.022433
4. Fishing	*0.345361
5. Horseback Riding	*0.421210
6. Hockey	*0.275753
7. Hunting	*0.233282
8. Skating	0.004683
9. Skidooing	*0.135244
10. Football	*0.038922
11. Skiing	*0.208821
12. Soccer	0.000061
13. Swimming	0.000934
14. Volleyball	*0.214055
15. Cars	0.005289
16. Airplanes	*0.556156
17. Motorbikes	*0.104837
18. Sportscar Racing	*0.054158
19. Space Vehicles	0.004524
20. Dancing	*0.361973
21. Parties	*0.444056
22. Dating	*0.054000
23. Travel	0.001583
24. Vacationing	*0.016156
25. Games	*0.045787
26. Stamp Collecting	*0.036080
27. Arts and Crafts	0.000003
28. Music	0.104649
29. Art	0.000027
30. Drama	0.000002

TABLE XXII -- Continued

TOPIC	CHI-SQUARE VALUE
31. Fashions	*0.419234
32. Foods	*0.079490
33. Cooking	*0.889585
34. Sewing	*0.471223
35. France	*0.135340
36. Places of Interest in France	*0.021558
37. Recreational Activities in France	*0.024137
38. Other Countries	*0.120219
39. Other People	0.007232
40. Other Cities	*0.192505
41. Current Events	*0.075092
42. Science	0.001359
43. School	*0.056252
44. History	0.006042
45. Animals	0.153024
46. Nature and Wildlife	*0.893522
47. Boys and Girls	*0.285145
48. Drugs	*0.080844
49. Family Life	*0.043796
50. Youth	*0.023801

APPENDIX C

MOST POPULAR TOPICS

RANK ORDERED LIST OF TOPICS OF VITAL INTEREST
TO TOTAL MALE POPULATION

TOPIC	N=468	No.	%
1. Football		386	78.6
2. Skidooing		352	75.2
3. Sportscar Racing		352	75.2
4. Cars		349	74.5
5. Motorbikes		345	73.7
6. Animals		330	70.4
7. Swimming		328	70.0
8. Hockey		325	69.4
9. Nature and Wildlife		322	68.8
10. Basketball		316	67.5
11. Vacationing		316	67.5
12. Travel		312	66.6
13. Hunting		305	65.1
14. Games		303	64.7
15. Skiing		295	63.1

RANK ORDERED LIST OF TOPICS OF VITAL INTEREST
TO TOTAL FEMALE POPULATION

TOPIC	N=590	No.	%
1. Fashions		524	88.8
2. Horseback Riding		490	83.0
3. Travel		490	83.0
4. Vacationing		489	82.8
5. Parties		489	82.8
6. Animals		478	81.0
7. Cooking		477	80.8
8. Swimming		469	79.4
9. Dating		464	78.6
10. Foods		460	77.9
11. Skiing		452	76.6
12. Youth		449	76.1
13. Boys and Girls		441	74.7
14. Games		435	73.7
15. Art		432	73.2

RANK ORDERED LIST OF TOPICS OF COMMON INTEREST
TO TOTAL POPULATION

TOPIC	N=1,058	No.	%
<hr/>			
1. Animals		808	76.3
2. Vacationing		805	76.1
3. Travel		802	75.8
4. Swimming		797	75.3
5. Skidooing		772	72.9
6. Skiing		747	70.6
7. Games		738	69.9

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